

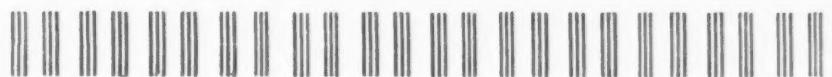


THE SIERRA EDUCATIONAL NEWS

Volume XX

MARCH 1924

No. 3



Woodrow Wilson

Criticising the Criticiser

High School Fraternities

Old Machinery

Parent-Teacher Activities

Children's Pet's Exhibitions in California

Educational Directory

From the Field



A PUDDING AND SAUCE PAGE

Chicago, March 1, 1924.

To the Domestic Science Teachers of the Nation:

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1 cup water

1/2 cup sugar

2 tablespoons cornstarch

2 tablespoons butter

1 teaspoon vanilla or lemon

Mix the sugar and cornstarch, add the water and boil 5 minutes. Remove from the fire and add the butter and flavoring.

CREAM SAUCE

1/2 pint cream

1/3 cup sugar

1 egg

1/2 teaspoon vanilla

1/3 cup milk

Beat egg until stiff and add milk, sugar and vanilla, and lastly add cream.

PLAIN RICE PUDDING

4 cups milk

1/2 teaspoon salt

1/3 cup rice

1/3 cup sugar

Grated rind half lemon

Wash rice, mix ingredients, and pour into buttered pudding dish. Bake 3 hours in a very slow oven, stirring three times during first hour of baking to prevent rice from setting. Raisins or currants added to above will give variety.

CHOCOLATE BREAD PUDDING

2 cups stale bread crumbs

2 eggs

4 cups milk

1/2 teaspoon salt

3 tablespoons sugar

1/2 teaspoon nutmeg

2 ounces grated bitter chocolate

Put the bread, milk, nutmeg and chocolate in a bowl, and soak for 2 or 3 hours. Beat together the eggs, sugar and salt. Mash the soaked bread with a spoon, and add the egg mixture to the bread and milk. Pour into a pudding dish, and bake in a slow oven for about 40 minutes. Serve with cream sauce.

COTTAGE PUDDING

1/4 cup butter

2 cups flour

1/2 cup sugar

3 level teaspoons Calumet Baking

1 egg, well beaten

Powder

1 cup milk

1/2 teaspoon salt

Cream the butter, add gradually the sugar and egg. Sift together thoroughly the flour, baking powder and salt and add alternately with the milk to the first mixture. Bake in a moderate oven 35 minutes. Serve with vanilla or hard sauce. Crushed strawberries, raspberries, blueberries, cranberries and juicy crushed sweetened fruits or jellies and preserves can be served with this pudding.

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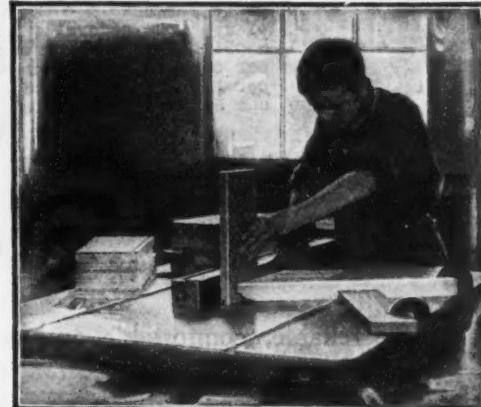
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<p>COVERT CONSOLIDATED SCHOOLS LOWELL A. MCGARRY, SUPERINTENDENT COVERT, MICHIGAN</p> <p>Nov. 14, 1923.</p> <p>REO Motor Car Co., Sacramento, Calif.</p> <p>Gentlemen:</p> <p>In answer to your recent inquiry, I wish to say that we use five REO Speed Wagons equipped with fourteen foot Wayne School bodies in our school service last year.</p> <p>These busses were used in transporting 255 pupils to a Consolidated School which includes one township. Only part of the roads covered are improved roads. The district is laid out in eight routes, so that three of the busses make double trips. We rotate our busses over the different routes changing every week, thereby giving all the busses the same road conditions. Last year the busses made a total mileage of 30,699 using 3,522 gallons of gas, 65 gallons of oil, 123 lb. of transmission grease, and 12 lb. of cup grease, and averaged 8.77 miles per gallon of gas. The repairs for the year, amounted to \$66.77 this includes new parts replaced at the end of the school year in putting the busses in shape for another year.</p> <p>In figuring our cost for the year, using 20% depreciation and 5% interest on the investment of \$13,396. 50. It cost us \$.145 per child per day to transport our pupils.</p> <p>We think there is no truck built, that would take the place of the REO Speed Wagon for transporting pupils at the same cost. They gave us the best of service last year, and are doing so this year. And we expect them to last at least ten years.</p> <p>Trusting this is the information that you wished, I remain,</p> <p>Yours very truly, Covert Consolidated School</p> <p>B.M. Vaughan Jr. President.</p> <p>P.S. I am also inclosing one of our financial statements that we mailed to the patrons of the school.</p>	

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SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association and the California Congress of Mothers and Parent-Teacher Associations

Published Monthly by the California Council of Education
Editorial and Business Offices, Phelan Bldg., San Francisco

The Sierra Educational News is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council...Managing Editor
VAUGHAN MacCAUGHEY...Associate Editor

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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under
Act of Congress, March 3, 1879.
Subscription, \$2.00 per Year 20 Cents per Copy

Vol. XX

MARCH, 1924

No. 3

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Woodrow Wilson

Scholar, author, teacher, diplomat, statesman, president, Woodrow Wilson, after months of suffering, died in the service of his country. The Nation is bowed with grief and the peoples of the world do honor to his memory.

As a lawyer, Woodrow Wilson was marked for integrity and fair dealing. As college professor he was high-minded and inspiring. As head of one of America's most distinguished Universities, he showed leadership of a high order. As Governor of a commonwealth his vision and determination were acknowledged. As President of the United States he found himself occupying the most important office in the gift of the people at one of the most critical periods in the history of the world.

No man was ever elevated to a task more difficult. Never has a chief executive been called upon to display loftier vision, sounder judgment, or greater determination. Unmindful of self, deaf to criticism, he went forward to his task.

Woodrow Wilson will go down in history as the greatest idealist of his day. He fought and died for this ideal. Politics and party aside, he held before him a vision for humanity. Once he had determined upon his course, argument could not sway him, persuasion had no effect, appeal was useless. With mind set upon a fixed purpose he held steadily to his lode-star. However men may differ with him as to the ills of the world, the needs of humanity or the practical way of reaching these ends, all must honor him for his lofty conceptions and his splendid idealism.

Our country is still young in her political development. America's experiment in Democracy is succeeding. The Nation may well be proud of its noble achievement in those years covered by the most disastrous war in history. And for our entry into this war, for our part in bringing it to a successful termination, and for the universal sentiment for world harmony and brotherhood, the name and work of Woodrow Wilson will have an abiding place in the minds of men.

ARTHUR H. CHAMBERLAIN.

EDITORIAL

SHOULD a school man or a school woman, —a so-called "educator,"—make claim that the modern school is a perfect institution, such advocate would at once be liable to examination for sanity. The school is a human institution and no human institution has reached a state of perfection. But the school, in common with all other human institutions, is in process of evolution and development. If there has been progress in the industrial, the commercial, the economic, the social phases of our existence, education and the school, imperfect to be sure, still are in large part responsible for this progress.

It is becoming quite the popular thing to criticize adversely our present system of education as inadequate, infested with fads, lacking in fundamentals, unsuited to the needs of modern democracy. In a recent issue of the Los Angeles Times, a prominent theologian was quoted. He paid his respects to the school of today by stating that "A shortcoming of the modern school is its failure to encourage the spirit of individualism and the free expression by pupils in the schoolroom, of their thoughts and feelings. Our schools," said he, "should not be institutions in which boys and girls are taught to repeat, parrot-like, the words of their teachers."

It is such criticism as this by those whose general level of intelligence is high but who know little of the schools, that does great harm. The critic is of course honest and sincere in his belief, but his criticism in this instance is about as wide of the mark as it could well be. If there is one phase of the modern school that distinguishes it from its predecessors it is the fact that today, we do "encourage the spirit of individualism, and the free expression of

pupils." It was a deserved criticism of the school of the past that it did not do this.

And again. In the olden days there was much rote work. Children were called upon to memorize. Pupils recited in concert. They learned their lessons from the book. If in the recitation they could repeat parrot-like the words of book or teacher, it was presumed they were being "educated." The spirit and genius of the present-day school is entirely different. Thought and expression are given preference over memory and concert work. The individual is made the center and of chief concern.

Another typical instance of adverse criticism is that announced in a San Francisco paper of a mother who in speaking of inadequate third grade training says: "They are not teaching the children a thing, except to cut paper and play." Statements of this kind are too often played up in headlines but where do we find space allowed for the great developments in education, the points at which the modern school excels and the fact that present-day education is much more practical and effective than was the education of our fathers. It is no criticism of schools of the past to point out that inadequate as is our present day system of education, it is nevertheless better adapted to our day and generation than was the school of the past to the needs of the earlier time. We have elsewhere stated that, "as a human institution the present-day school is far and away the best the world has ever seen."

These reflections are occasioned because of the many criticisms of a general nature to which the schools of today are subjected. Criticism we need, but to be effective such criticism should be constructive. In California, and in the country at large there are reactionary elements constantly offering criticism in

general terms. They do not particularize.

The schools, they say, are costing great sums of money. Of course they are. So also are cosmetics and superficial entertainments and chewing gum costing great sums. To get at the facts we must speak in comparative terms. We must particularize. We must have an appreciation of relative values. Of course education is costing vast sums. It is going to cost more. But in education, as in industrial enterprises or commercial ventures of financial investments, the question is not primarily what is put in; it is rather a question of returns on the investment.

A. H. C.

THERE are three-fourths of a million men and women engaged today in the teaching profession. It would perhaps be difficult to assemble a like number of people representing any other special phase of human activity more high-minded, more charitable, more just, more well-balanced than BOBBED HAIR are educators as a whole. It is not to be wondered at, however, that there are occasionally found amongst us those who are obstinate, perverse, narrow-minded, eccentric, prejudiced. Teachers are but human. Owing to the demands made upon them and the results which they achieve, we attribute to them at times characteristics bordering on the super-human.

Never was there greater need for calm, dispassionate thinking than now. Lack of balance and perspective, narrow vision and personal prejudice lead to precipitate action and unwise decision. It is to be regretted that here and there, principals of schools, superintendents, teachers, and board members have so far lost control of themselves as to join in the hue and cry against bobbed hair. At the present time an influential section of the State of California is aroused over the dismissal of a teacher because of her having bobbed her hair. If report can be relied upon, the teacher in question was satisfactory in all respects save that she incurred the displeasure of the Board of Education in

following her inclination to do as she pleased with her own head of hair.

We are reminded of an incident related smilingly by Dr. A. O. Thomas, during one of the sessions of the World Conference on Education in San Francisco last July. Dr. Thomas summoned one morning his stenographer and noticed that the young lady, sitting with pencil poised, had (since the day previous) bobbed her hair. In as severe a tone as he could command the worthy doctor in a few terse and pointed sentences asked the young lady whether she thought it was quite the thing to present herself in this undignified manner and with bobbed hair in the presence of the chairman of the Committee on International Relations of the World Conference of Education!

Pausing calmly to reflect and to give her words due force the young lady, after looking the doctor over carefully, (the doctor has dispensed with much of that rich growth of hair that he wore when we first knew him), remarked, "Dr. Thomas, I don't see why you should dictate the style in which I dress my hair. I don't criticize the funny way you wear your hair!"

What we need is discussion of the relation of the school to the community and ways and means of making the curriculum function more adequately in every-day life. It is axiomatic to remark that teachers should be thoroughly competent and always highly professional.

AT recurring intervals, high school fraternity problems come to the surface. We hear of an initiation ceremony. There is a hazing and some one is a cripple for life; or perhaps the initiation has left the victim a mental wreck. During recent weeks the educational stream has been ruffled by certain outbreaks in a prominent California high school. The community is aroused. The high school authorities declare they are powerless to enforce the law against this organization

HIGH SCHOOL FRATERNITIES

and that they cannot cope with the situation. The City Superintendent and Board of Education declare that the law relating to fraternities must be upheld. The State Department of Education has let it be known that there must be strict observance of the law.

That there is great need for strict rules and regulations in the government of high school fraternities there can be no doubt. These laws should be enforced. Those who have had large experience with fraternities in high schools, realize, however, that the mere enactment of anti-fraternity laws is no guarantee that they can be enforced. At the beginning of the school term there is placed before the students a statement as to the anti-fraternity law and its significance. Students are to pledge that they will not join high school fraternities. Parents also are informed that there may be no misunderstanding in this regard.

It occasionally happens that when trouble breaks out in a high school the students are called together. Such members of the fraternity as admit their connection with the illegal organizations are told that they must withdraw or be expelled from school. Usually such students do withdraw; that is, they claim that they withdraw. But there is hardly a high school of any considerable size in the state in which one or more fraternities do not flourish and this in defiance of law.

The difficulty lies in the fact that some of these high school fraternities are national organizations. Students are pledged and are told that their allegiance is to the fraternity, rather than to the school and to state law. They firmly believe in many instances that they must be loyal to the national body even though their acts are against the rules of the school or the laws of the state. This very fact leads otherwise well-meaning students deliberately to falsify. Indeed we have known cases where the national organizer has told the high school boys that they were justified in falsifying and making misrepresentations to school authorities, their only allegiance being to the national

body. Under such conditions it is easy to understand how difficult is this whole matter of handling high school fraternities.

It is natural for boys of high school age to move in groups. If they are not encouraged to form societies and associations and clubs, they will readily accede to the importunities of selfish interests and join secret societies through local charters vested in national organizations. Every high school should establish a number of honor societies with certain secret or semi-secret provisions. In other words societies should be exclusive on the basis of scholarship with opportunity, without discrimination, for any qualified student to join. But in addition to these scholarship requirements, there should be literary, social and fraternal phases and a simple ritual such as will attract boys of high school age.

Of course it should always be understood that no such society should be organized or continued without the approval of the local high school authorities. A society of this kind after having been in existence a number of years will have established traditions passed down from class to class. All of this will appeal to the high school boy. The father will be anxious for his son to belong to the same honor society to which the father belonged and likewise the son will be anxious to achieve the same honor that came to the father.

The following questionnaire was sent recently by Commissioner A. C. Onley to the high school principals of California:

1. According to your best knowledge and belief does any secret fraternity other than those permitted by the school law exist in your school?
2. If the answer is yes, please give your opinion on the following:
 - a. Should the anti-fraternity law be repealed?
 - b. Should a penalty be exacted of a parent upon showing in Court that he has permitted his son or daughter to become a member of such an organization?
 - c. What, in your opinion, is the best solution of the question?

According to report, less than a score of high school principals admitted knowledge of existence in their schools of fraternities in violation of the state anti-high school fraternity law. These are among the largest high schools of the state. Nearly one half the high school principals of the state disclaim knowledge of the existence of fraternities in these schools. There is little doubt however, that in many of these schools fraternities do flourish. Indeed, it is safe to say that fraternities carry on their work secretly and in violation of law in most of the high schools where the attendance runs to several hundred.

Let it not be presumed that California is the only offender. The question of high school fraternities is puzzling school officials in every part of the country. There is today a somewhat general agreement as to the damaging influence from these secret organizations. There is decided difference of opinion as to methods of curbing or stamping out these fraternities. In California there are numerous cases of the law being flouted by both students and parents. In many cases parents are more to be blamed than are the boys. Parents who ignore and break the law should be prosecuted. Such fraternities are a menace to society and tend to undermine the moral of the individual, the school and the community. Unless through education and the development of public sentiment these fraternities are eliminated and an adequate substitute provided it is difficult to understand how, under present conditions they can be completely stamped out through process of law.

Let us look at the matter squarely. We have upon the statute books laws against burglary and arson. Frequently a culprit is apprehended and the law enforced. Thus the law tends to reduce offenses of this kind, but still burglary and arson continue to exist. There are laws regulating the speed at which an automobile may travel. Offenders are sometimes punished but the laws continue to be broken. And these and other laws are enacted to apply

primarily to adults. In the case of high school fraternities we are dealing with the immature and imaginative mind. And more than all else these boys are influenced, guided and directed by older heads,—by men of education and training who act as organizers. These organizers impose upon the parents as well as the students. A heavy fine and "stiff" jail sentence for one of these organizers will do more than conviction for the parent or expulsion for the student. But in any case our anti-high school fraternity law must be enforced.

Twelve years ago this month—in our March 1912 issue, we said editorially, in speaking of the high school fraternity:

"The fraternity question still continues to puzzle the school people and agitate the public. It will not down. No sooner is it settled in one locality that it dances merrily before the footlights upon some other local stage. Wherever the subject is open to debate or is being handled in the local courts, you will find the work of the student body below par, the teachers and school authorities contending against heavy odds, and the town's people pulling at cross purposes. Wherever the decision has been final as against fraternities and sororities in schools below the college, the spirit of these schools has at once changed for the better.

Arguments of the Proponents

"The arguments put forward in support of secret organizations in high school are several. Many of the men and women who are proponents, in their high school days held membership in such organizations. These advocates declare it an infringement of rights in a democratic country to exclude from membership in a fraternity any student who desires to join. There is talk of loyalty and school spirit as the result of fraternity association and of friendships formed that carry over into after life. It is claimed that the give and take of the fraternity strengthens the youth, trims him of his whims, makes him generous and mindful of others and able to take without flinching the inevitable hard knocks; in short, makes a man of him.

Local vs. Parent Organizations

"Truth to tell, however sincere these advocates may be, they are out of touch with the school of the day. They do not appreciate the complex nature of our present educational machine. Those who have had experience with the high school fraternity problem know there is a vast difference between a club or society formed locally and one existing in a local school under a charter vested in a parent organization. The work of the former may be readily handled and supervised. The work of the latter can not be. If in social or literary club, musical, oratorical or debating society, the members fall below grade or become over demonstrative, the school authorities, whose concern it is, step in and bring about an adjustment. The deficient or unruly student is removed from the organization, or the time allowed for participation in social work is lessened, or a closer censorship placed upon the society. Such closely supervised clubs usually prove a help rather than a hindrance to school work. For whatever we may say, the boys and girls of high school age are social beings. During the adolescent period it is natural for young people to come together in groups. The tendency toward secrecy and ritualism is strong in the boy as in the man. The best development of the youth demands this group organization, and if this principle be not recognized the individual will be dwarfed and warped in his growth.

The same problems which puzzle parents and school people today were prominent in 1912. The editorial continued:

How is it when, during the adolescent period, these boys and girls are allowed to tie themselves to the local chapter of a national fraternity,—the parent organization of which is in a distant part of the country? Consider with a member of such fraternity the danger to come from a given line of action or question his right to engage in some form of activity, and what do you find? The school plays 'second fiddle' to the fraternity. If the member be loyal to his obligations he must cling to the fraternity even though he do violence to his

school. If you insist that a man 'cannot serve two masters' and request the fraternity to conform to the rules of the school, you are confronted with a pair of alternatives. The members may correspond with the 'higher ups' of the parent organizations, thus to secure a final decision; or they defy you. Thus, without recourse to the courts, the teacher or parent is powerless to lend assistance at a time when it is most needed.

Organizer and Lawyer to Blame

Parents are for the most part broad minded and willing to co-operate with the school authorities. They recognize the fact that whatever may be true of college and university students, the high school boy and girl are too immature to profit from association in organizations cut loose from school supervision. The professional organizer is constantly at work among the students. He holds up before them the lure of fraternity life. He selects the leaders in the social side of the school or in athletics. There then follows a keen desire on the part of the rank and file to cast their lots with these leaders. A branch or chapter once formed, it is a simple matter to organize rival societies.

Another difficulty now in the way of sweeping secret societies from the high school is the unscrupulous lawyer. Always are the boys and girls able, through assistance from the officers of the parent fraternity, to find a shrewd, calculating, able lawyer who is anxious to show that the school board is acting beyond its power in declaring against the fraternity. For the fee and the notoriety, these lawyers undertake to work in a cause they know to be fundamentally wrong. More and more the reputable members of the law will refuse to push a case, whatever the question involved, when they know that to champion it means dishonesty and fraud.

In pointing out the complexities which beset the high school fraternity problem over a decade ago and which are even more serious today the author concluded:

Results of Fraternity Life

Teachers and parents should give all the aid in their power to assist social

and other organizations of a local character, and such as will tend to develop the student and satisfy his natural desires. Fraternities and sororities are undemocratic. They cultivate unwholesome distinctions. They lead to extravagance on the part of those whose parents are making undue sacrifices for the education of their children. They detract from the standards of work which the school has a right to demand. And under the guise of good fellowship, vices are practiced that will prove of incalculable harm in the after life of these boys and girls.

The superintendent or the principal who is honest with himself will, even though he incur the displeasure of certain students or influential parents, strike out determinedly for the abolition of fraternities and sororities in the high school."

So much for the situation as it appeared twelve years ago. We are still today against high school fraternities, but opposition strongly expressed and enforced will not root them out. We favor strict enforcement of the state anti-high school fraternity law, but the prosecution of parents criminally liable under this law and the expulsion from school of the students involved will not result in stamping out secret fraternities.

These measures will serve to help clear the atmosphere. We believe that the law should be so strengthened that the state school authorities could bring pressure to bear upon local boards of education for enforcement of law. We are first, last and all the time opposed to secret fraternities in the high school, and especially such fraternities as have national affiliation. We have had abundant proof that honor societies, locally controlled, and with an adult honorary membership for counsel and guidance rather than for dictation, will satisfy the demands of the average boy.

But let no school official be persuaded that a signed statement by the student that he is not a member of a secret fraternity or that he will not join such a society is to be taken as

proof. And let no such school authority be blinded to the presence of such fraternity simply because there are no meetings held on the school premises. For with the directive power invested in mature minds,—keen, calculating, insidious, persuasive, the danger comes from without, nor from within the school.

High school fraternities as now conducted are undemocratic. They tend to snobbishness and exclusiveness and are not in the best interests of good citizenship. If we are to do away with high school fraternities this can be accomplished not through elimination but by substitution. Here is a problem to which the best thought in the profession may well be directed.

A. H. C.

ON February 9 there was a meeting in the office of the Executive Secretary of the California Council of Education and the Board of Directors of the Association. This was a joint conference of Board members with the presidents and secretaries of the various sections of the Association.
IMPORTANT CONFERENCE Significance attaches to this meeting, it being the first joint conference of the kind ever called in the history of the organization. There were present all members of the Board of Directors and all Section Officers save only two.

This Conference afforded opportunity for consideration of matters pertaining to plans and policies looking toward the best interests of the Association. The meeting was marked for enthusiasm and results accomplished that will look toward the fullest development of our work in all sections of the state. It was shown again and again during the deliberations that in dealing with our many interests and activities we are one Association made up of a number of affiliated parts. In the last analysis whatever is for the best interest of a section or locality is also for the best interest of the State Association as a whole. A. H. C.

OLD MACHINERY

ETHEL IMOGENE SALISBURY

Director, Course of Study, Los Angeles

BEFORE we can go much farther in elementary education we must scrap some of our old machinery and set up new. Much of the machinery we are using today is preventing GOOD TEACHING, rather than guaranteeing it. Let me describe what I consider to be good teaching.

A teacher takes a group of little children. She studies them in as many ways as she can to find out the various characteristics, mental, physical, social, of each. She does this by gathering data from tests, observation of them at work and play, and through conference with experts and parents.

She leads them into activities which are based on their natural interests. One activity may, however, involve many minor related activities and use the materials of several subjects at the same time. For example, every child is intensely interested in live things. A rabbit is brought in by pupil or teacher. The children care for it, observe it and discuss its life and habits with the teacher. She leads them to pursue the subject further by reading something about rabbits and perhaps to write to parents or principal about it.

This activity may extend over a considerable period of time, but it brings into meaningful relationship nature study, reading, language, writing, spelling, and drawing. It has given opportunity for the play of curiosity, the great educator of children; many social situations have arisen; there has been a physical freedom and relaxation wholesome for children.

Since this activity has been predominately intellectual, the teacher next leads the children into an activity emphasizing physical growth, and later into another emphasizing the constructive interests of children, making and building things. Other activities are carried out involving the use of music, arithmetic, etc. The children are checked at the end of the week or month in order that definite growth in the use of the skills may be assured.

Now there is nothing radical or wild about such a procedure. Obviously it is a human, natural way to teach. It is rich in content and gives plenty of opportunity for the practice of the necessary skills and it exemplifies the principle of UNITY, which is the foundation of real teaching—unity in the child's mind. If the above meager description has made clear

the writer's point of view, it is easy to see the relation of some of our machinery to this type of teacher.

The Time Allotment

The time allotment separates the subjects so that each, as it were, is hermetically sealed, a sort of King Tut arrangement. Some of the subjects which ought to be on rather friendly terms do not seem to have a bowing acquaintance. Example: spelling, which is usually tucked off in a corner with history or arithmetic on the departmental programs.

Adherence to the time allotment is responsible for quick shifts in the classroom, broken attention, lost interest. The time the child spends on a task is not the important thing, it is what he learns. Why have five or six distinct periods with unrelated content? It is time to dispense with the time allotment or conceive as indicating relative emphasis rather than arbitrary assignment.

Of course, the time allotment difficulty is inextricably bound up with the notion that the daily program and the course of study should be organized about subjects. Subjects have been developed through many years of amassing facts and data, and making them available for use by arranging them in a logical order. That is to say, each subject at the present time is a large body of knowledge systematically arranged in order that we may turn to the index, find the particular items we need and use them in whatever undertaking we are engaged in.

Spelling Lists

Now in this sense it is perfectly proper to have subjects so long as we consider them as buckets of material sources from which to draw—then they do not hinder life teaching. The child and teacher, who is guiding him, are the determining factors of what materials are to be selected to fit into the needs of the day. If the children are making animal booklets, for example, they reach over into nature study for content, into language, writing, spelling and art for specific bits of subject matter to make their little booklets something of which to be proud. But, alas, what has happened is this: Courses of study present fixed pieces of subject matter, seven or eight lines, sometimes more, which teachers understand must be used in the order and at the time

which is frequently designated in very specific terms. This is true of all subjects.

Take, for example, the spelling lists of the usual text. How are they used? They are given as formal lists in a formal period in unrelated sentences which are not a part of expression but dragged out of the children in a formal way. The words that should be drilled on are those the child is immediately needing in his little composition. The use of the standardized spelling list is to check at the end of the month to see whether the children are accomplishing something definite in this particular skill. The way to teach spelling at present with a separate list is analogous to an assignment the writer was once given in a Home Economics course, in which she was directed to taste eighteen different kinds of cheese and describe the flavor in a notebook.

I submit the spelling list at present is wrongly used. It should be a means of checking rather than a means of making a daily isolated assignment of words apart from expressive needs on the part of the child.

Unsupervised Subjects

If unsupervised subjects such as spelling, writing, the social studies, have maintained a distinct inflexible organization, it is doubly true that the supervised subjects maintain their integrities as separate entities in the experience of the child and the teacher to a far greater extent. The teacher DOES at times take liberties with the formal organization of the academic subjects, but the supervised subjects from the very nature of the organization, with personalities behind the subjects, fail to be merged into formal activities involving their content. In witness to this, observe the uniformity of product in most supervised subjects. These special subjects cannot relate themselves to the experience of the child or to the materials of their subjects, because they CANNOT in many instances, and they cannot because courses of study are so arranged as to prevent them from doing so.

Let us examine the usual committee organization for constructing the course of study. It ordinarily consists of subject committees. Many times these subject committees never come together. Occasionally the committee organization is such that the chairmen of the various subject committees come together. But each subject outline is constructed as a separate thing and the seven, eight or ten subject outlines are passed over to the teacher and

she is asked to show how they may fit together. In many cases, construction of the course of study goes forward piecemeal, one subject is completed and then another is undertaken.

The organization of the course of study based on subjects is all right if one section of each one of those subjects shows specifically and concretely through the description of many activities how the materials from various subjects are used in a natural way. No one as yet has achieved this type of course of study. One large city has issued a course of study, supposedly an activity curriculum. It consists of the description of many children's activities but it does not show how the skills are taught through these activities, and at the close of the pamphlet a note says that the real work or writing, reading, etc., appears in another volume. But the organization of a curriculum as a whole, basing the work on live activities with the subjects in the background ready to serve with the materials there all available, will eventually be worked out.

Departmental Programs

The departmental program is a bit of machinery, fascinating to the natural organizer. I have watched these complex puzzles worked out, teachers shifted, pupils and subjects pushed about on the cardboard by the organizer with all the eager intensioness that checker players put into the game. As I have observed, history and geography assigned to different teachers, spelling and writing placed in the chinks instead of being used in connection with compisition, it has seemed to me a process of carving up and placing teachers in a position where they have NO OPPORTUNITY of knowing the personality of the two hundred and fifty or three hundred children who pass before them in panorama.

It is birdshot education. In the first six grades, this is a piece of machinery which is nullifying all of our talk about knowing children and their individual differences.

Promotions

Instead of devices for separating all of the elements that should go to make up a child's education, we need to eliminate some of the machinery which is preventing teachers from knowing their children, their individual differences, their individual needs. Let us look into this business of promotion. Twice yearly we go through a more or less meaningless performance of snatching children away from the teachers who know them and putting them

with someone else. The little babies who have just begun to develop with the primary teacher are shunted into another room with another teacher, who must probe around to find out where to hitch her new materials on to what has gone before.

Statistics seem to show that the grade and promotions do not necessarily mean progress. They mean a multiplication of machinery and reports, records, etc. If the assumption that these periodical upheavals means progress could be abandoned and this work be distributed throughout the year by many informal changes of children who have outgrown the groups in which they have been placed, we would have reduced some of the meaningless machinery. A beginning might be to abandon semi-annual promotions, letting XYZ groupings permit children to go at their own rate of speed.

Some time we shall retrospect with amusement upon the system which places teachers with children for a semester rather than rotating them, for at least one or two years, and saving teacher and children the necessity for the many adjustments called for by our present plan. Of course, teachers are opposed to progressing from kindergarten through the first or second grades, because they are wedded to phonic system, the subject matter of the particular grade and other inhuman materials. They have been wrongly educated or they could see the possibilities of taking little children, getting to know them and leading them through a continuous period of development, saving them from wasteful changes.

Report Card

The usual report card is another bit of machinery based on the old plan of education. Very frequently these report cards tell parents not whether the child is doing as well as he can, whether he is growing to the best of his ability, whether he is progressing, which is the all important point, but they tell the parents whether their child is doing better or worse than somebody else whom these parents have never seen nor known. The emphasis is placed not where it should be, but exactly where it should not be.

Writing Systems

One of the most conspicuous instances of ridiculous machinery which is a waste of people's time and money, and wholly unpsychological, is that of the writing systems generally current. They are foisted upon educators by

those who know nothing of recent scientific research and the learning process. They violate practically all of the laws of learning and the recent findings of Freeman, Judd, Gates and Taylor.

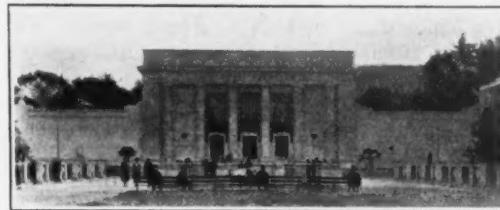
Those who are responsible for the construction of courses of study and the teaching of little children must see education as a whole. The moment we view education as a whole—and the one person above all others who must see the education process as a whole is the teacher—we are struck with the handicap which our present machinery puts upon teachers.

Can administrators, supervisors and teachers work carefully and thoughtfully to reduce that machinery which is no longer useful?

THE STEINHART AQUARIUM

DR. BARTON W. EVERMANN, Director

THE dedication and formal opening of the Steinhart Aquarium of the California Academy of Sciences was an event of more than ordinary interest to the schools, not only of the Bay region, but of the entire state, because it adds to the state a new educational institution of unusual and unique possibilities.



San Francisco has never before had an institution of this kind. There were a few tanks of live fishes in the old Woodward's Gardens which were maintained some forty years ago on Mission Street between Thirteenth and Fifteenth Streets. Within the last fifteen or twenty years various efforts were made looking toward the establishment of a public aquarium. Among those who considered the matter was Sigmund Steinhart. When he died in 1910 he left a certain sum of money in the hands of his brother, Ignatz Steinhart, with the request that it be used for aquarium purposes if it was found practical to do so.

In certain features the Steinhart Aquarium is the most complete and satisfactory of any in this country.

We have four kinds of water: fresh water of the local temperature for local fresh water

(Continued on page 181)



CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

PARENT-TEACHER ACTIVITIES

MRS. HUGH BRADFORD,
State President, Sacramento

PREPARES are going forward rapidly for the State Convention to be held in Pasadena, May 20-23. Mrs. Albert Dieke is Chairman of General Arrangements, and has already selected her various helpers. The State Convention follows closely that of the National. Since many of our California women are to attend the National Convention at St. Paul, we are expecting to have many valuable reports of the activities of other states, as well as the work as projected by the National officers.

The program of the State Convention will have several speakers of state and national reputation. Our National President will be with us. Those who had the opportunity to hear her when she came to California to be on the program of the N. E. A. will not miss this chance to hear Mrs. Reeve again. For greater efficiency and better organization, an institute will be held as part of the program, and suggestions will be given as to better methods. The inspirational addresses will be to emphasize the pre-school and high-school ages.

The work of making a survey of the county schools, as to those not organized, is being carried out in order that the next budget made for extension may be arranged to cover the needs of those counties where greater help is needed. This year the budget divided \$800 among the fourteen districts to aid them in their efforts to bring in new associations.

Fifth District

THREE is splendid cooperation between the County Librarians and our leaders of P. T. A. work in the Fifth District. Riverside and San Bernardino Counties report aid given them in compiling lists of approved films and of good reading for both parents and children; also of fine plans for suggested nature study during recreation.

Many new associations are being organized; those in junior high schools are very valuable to the work we have set out to do for children of that age.

First District

MONROVIA was the hostess to a very large meeting, and it was stated that the attendance was greater than ever before. It showed in its enthusiasm and programs that the work was accomplishing many splendid things. Plans were being made to have the larger groups take some of the extension courses given on the training of childhood by more efficient parents.

Fourth District

AT a district meeting held at Huntington Beach, one of the features was the nursery. As the meeting was held on Saturday, many mothers brought their children. The nursery was supervised by older girls, and as the children, forty in number, started down to the beach, a photograph was taken of the happy group.

Ninth District

THIS district is doing very fine work in health and community life, in places where the number of foreign children make this a great necessity. Milk distribution is carried on by the P. T. A. Playground supervision for all the months of the year is provided. School libraries are kept open during the vacation months. School nurses are provided, and conferences are being held at different parts of San Diego County for the examination of the children of those sections. One such conference was held at the county fair, and was called the "Well Baby" conference.

San Diego City Federation has two splendidly equipped rooms in the building that houses the Community Chest participants. They are doing a wonderful work in health, philanthropy and scholarship for the community as well as the big effort going into the training for better parenthood.

During the visit of the State President, a large district meeting was held at Chula Vista in one of the very modern schools. Attendance was large, and many came from homes almost at the Mexican border.

The San Diego Federation gave a dinner to the State President and invited the principals

(Continued on page 183)

CHILDREN'S PETS EXHIBITIONS IN CALIFORNIA

FREDERICK W. D'EVELYN, San Francisco

THE next C. P. E. will be held at the Civic Auditorium, San Francisco, April 15 and 16. C. P. E. is a code index that has become international in usage; it is simply the conventional nom-de-coeur coined by the youthful exhibitors for the Children's Pets Exhibition.

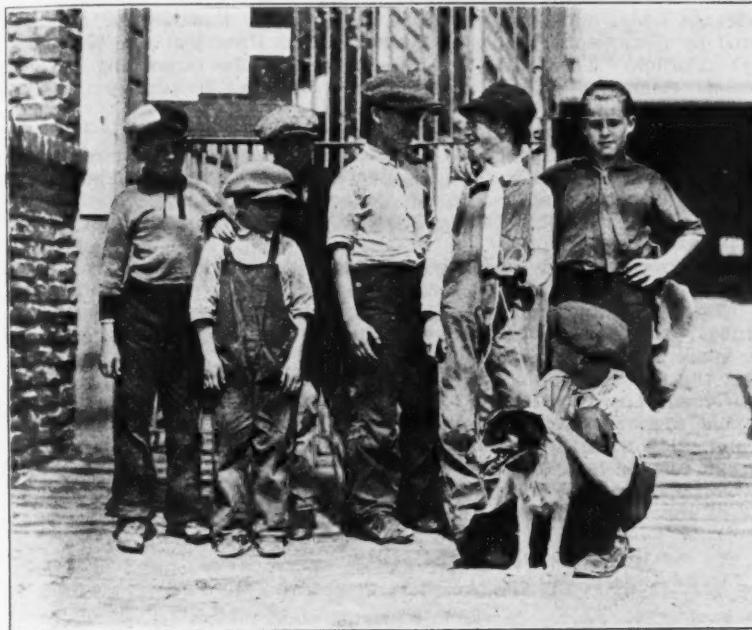
This movement originated in San Francisco nineteen years ago. Notwithstanding some uphill experiences, the movement was, in essence at least, a winner from the first. Very early

produce an entity that the judge at the C. P. E. accepts as a "child's pet."

For the past three years the C. P. E. movement has been affiliated with the San Francisco S. P. C. A., finding therein a oneness of purpose which is mutually beneficial.

As illustrative of the universal character and interest in the movement, Secretary McCurrie of the San Francisco S. P. C. A. read by request at the Second American World

Humane Conference, New York City, October 23, 1923, a paper on "The C. P. E. as a Worth-while Activity." The paper was most generously received, and its purposes as outlined were heartily commended. In San Francisco the C. P. E. has been cordially endorsed by such organizations as the Board of Education, Chamber of Commerce, Labor Union associations, while the personal recognition practically includes every man and woman who was once a child. It must, however, be conceded, that for gracious co-



These working boys used part of their earnings to "rescue" the dog-waif from the pound. He is now their chum and mascot.

in its career, Luther Burbank, the world-famed Californian and expert (amongst many others), conceded a favorable recognition. "I am," he said, "greatly in favor of the movement. I hold to the theory that children will learn to be considerate of people, if they are taught and encouraged to be considerate of pets."

There is a basic and potential instinct for chumship, innate and complimentary, between young humans and sentient living things. The Pets family are simply children in whom a constructive development of this instinct has been established by systematic instruction, guidance and sympathy. The chosen "living" thing under the direct and intimate association with its youthful guardian, gradually evolves those subtle and complex attributes which finally

operation the C. P. E. stands most deeply indebted to the principals and teaching staffs of both city and county schools. These are the apostles who have told the story, distributed the entry blanks, sustained the enthusiasm, and directed the children in preparing and registering their pets.

All services to the exhibitors are free, any child of school age may enter "a pet." All exhibits are fed, housed and cared for by the Society. Special prizes and ribbons are awarded on all classes. The forthcoming exhibition, which is during vacation, looms up big. Extra space has been secured and entries are already being selected. Any information requested will be gladly given by the Superintendent, 312-14 Phelan Building.

Educational Directory: Part I

ADVANCE EDITION
Please report errors or omissions

CALIFORNIA TEACHERS' ASSOCIATION

COUNCIL OF EDUCATION

Mark Keppel, County Superintendent of Schools, Los Angeles.....President
Arthur H. Chamberlain.....Executive Secretary

The Association is a federated body, governed by corporate law, composed (at present) of six geographical sections or divisions. Each section elects its own officers, works under a constitution that must be in harmony with the By-Laws of the Federal organization and the laws of the State, and holds its own annual meeting.

The Council is a delegate body, one representative for each 300 members or major fraction in the Section, elected by the members of each Section. The President and Secretary of each Section are delegates ex-officio. Terms of Council members differ according to Section from which they are chosen. Council Meetings, semi-annually, or more frequently; the annual meeting second Saturday in April of each year.

An executive body or Board of Directors of nine is chosen at the annual meeting of the Council, these to serve for one year, and to choose their own President and Secretary. The President of the Board is President of the Council; the Secretary may or may not be a member of the Council, and is the paid executive officer of the Council and of the Association, and is Editor of the Official Journal, THE SIERRA EDUCATIONAL NEWS. Annual dues \$3.00 per year, including subscription to the magazine.

The State organization works through the meetings of Sections, local Councils, and Committees of the Federal Council; initiates and carries through legislation; investigates and reports upon educational issues; proposes changes in methods or curricula or brings forward for consideration advanced propaganda. Only matters of State-wide import are taken up by the Council, which acts as a clearing house for the local bodies.

The State organization, the first of its kind to be organized in any State, is largely responsible for a Teachers' Retirement Law, for better tenure, increased salaries for teachers, more adequate financing of schools, higher professional standards, etc. A Teachers' Placement Bureau has been established in connection with the Association. This is the first State Association to organize a Placement Bureau for the benefit of its members.

THE SIERRA EDUCATIONAL NEWS serves as the channel of communication, and to cement together all parts of the State. It has a National circulation.

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MARY R. CRAVENS, 1823 H St., Sacramento.
L. P. FARRIS (Ex-Officio) (1923), Principal High School, Marysville.
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CHARLES C. HUGHES, City Superintendent Schools, Sacramento.
MRS. ELIZABETH HUGHES, Oroville.
HARRIET S. LEE, County Superintendent Schools, Woodland.
MRS. MINNIE R. O'NEILL (Ex-Officio) (1923), Asst. Supt. Schools, Sacramento.
LEO R. WADSWORTH, Sutter Union High School, Sutter.

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ROY GOOD, County Superintendent Schools, Ukiah.
MISS SHIRLEY PERRY, Ukiah Union High School, Ukiah.
GEORGE C. JENSEN, Principal, High School, Ukiah.

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GEORGE E. BETTINGER (1924), 30 S. Curtis, Alhambra.

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F. E. HOWARD (1924), Principal High School, Bishop.

MISS IDA C. IVERSON (1924), Hotel Trinity, Los Angeles.

MISS JEANETTE JACOBSON (1924), 202 Trinity Bldg., Los Angeles.

MRS. EUGENIA WEST JONES (1925), 318 S. Benton Way, Los Angeles.

MARK KEPPEL (1923), County Superintendent Schools, Hall of Records, Los Angeles.

IRA C. LANDIS (1925), County Superintendent Schools, Riverside.

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GEORGE U. MOYSE, Principal Glendale Union High School, Glendale.

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H. M. REBOK (1925), Superintendent Schools, Santa Monica.

MRS. BLANCHE REYNOLDS (1925), County Superintendent Schools, Ventura.

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A. F. VANDEGRIFT (1925), Polytechnic High School, Los Angeles.

GUY V. WHALEY (1925), Superintendent City Schools, Pomona.

DOROTHY WHEELIS, 651 W. Thirty-sixth St., Los Angeles.

R. D. WHITE (1925), Superintendent Schools, Glendale.

MISS ANNA L. WILLIAMSON (1925), 1147 W. Twentieth St., Los Angeles.

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Northern Section:

Chas. C. Hughes, City Superintendent Schools, Sacramento..... President
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City	County	Name of Superintendent
Alameda	Alameda	C. J. DuFour
Alhambra	Los Angeles	Charles E. Barber
Bakersfield	Kern	Charles E. Teach
Berkeley	Alameda	H. B. Wilson
Chico	Butte	Chas. H. Camper
Eureka	Humboldt	Geo. B. Albee
Fresno	Fresno	Wm. J. Cooper
Glendale	Los Angeles	R. D. White
Grass Valley	Nevada	J. S. Hennessey
Long Beach	Los Angeles	W. L. Stephens
Los Angeles	Los Angeles	Mrs. Susan M. Dorsey
Modesto	Stanislaus	W. E. Faught
Oakland	Alameda	Fred M. Hunter
Oroville	Butte	L. M. Trempe
Palo Alto	Santa Clara	A. C. Barker
Pasadena	Los Angeles	J. F. West
Petaluma	Sonoma	Bruce H. Painter
Piedmont	Alameda	Harry Jones
Pomona	Los Angeles	G. V. Whaley
Richmond	Contra Costa	W. T. Helms
Riverside	Riverside	A. N. Wheelock
Sacramento	Sacramento	Chas. C. Hughes
Salinas	Monterey	Arthur Walter
San Bernardino	San Bernardino	C. Ray Holbrook
San Diego	San Diego	Henry C. Johnson
San Francisco	San Francisco	J. M. Ginn
San Jose	Santa Clara	Walter L. Bachrodt
San Luis Obispo	San Luis Obispo	Arthur H. Mabley
San Rafael	Marin	Oliver R. Hartzell
Santa Ana	Orange	John A. Cranston
Santa Barbara	Santa Barbara	Paul E. Stewart
Santa Cruz	Santa Cruz	Karl F. Adams
Santa Monica	Los Angeles	Horace M. Rebok
Santa Rosa	Sonoma	Jerome O. Cross
Stockton	San Joaquin	Asnel S. Williams
Tulare	Tulare	A. W. Ray
Vallejo	Solano	E. L. Cave
Ventura	Ventura	Arthur L. Vincent
Visalia	Tulare	DeWitt Montgomery

COUNTY SUPERINTENDENTS OF SCHOOLS

County	Name	Address
Alameda	David E. Martin	Oakland
Alpine	Mrs. M. E. Burns	Gardnerville, Nevada
Amador	Mrs. S. R. Greenhaigh	Jackson
Butte	C. H. Neilson	Oroville
Calaveras	Charles Scherer	San Andreas
Colusa	Halbert H. Sauber	Colusa
Contra Costa	Wm. H. Hanlon	Martinez
Del Norte	E. A. Moore	Crescent City
El Dorado	E. J. Fitzgerald	Placerville
Fresno	Clarence W. Edwards	Fresno
Glenn	S. M. Chaney	Willows
Humboldt	Robert A. Bugbee	Eureka
Imperial	H. C. Coe	El Centro
Inyo	A. A. Brierly	Bishop
Kern	L. E. Chenoweth	Bakersfield
Kings	Miss M. L. Richmond	Hanford
Lake	Miss Minerva Ferguson	Lakeport
Lassen	Mrs. Julia A. Norwood	Susanville
Los Angeles	Mark Keppel	Los Angeles
Madera	Mrs. Meta N. Footman	Madera
Marin	James B. Davidson	San Rafael
Mariposa	T. B. Price	Mariposa

THE SIERRA EDUCATIONAL NEWS

Mendocino	Roy Good	Ukiah
Merced	C. S. Weaver	Merced
Modoc	C. J. Toreson	Alturas
Mono	Miss Mildred Gregory	Bodie
Monterey	James G. Force	Soledad
Napa	Miss Eva Holmes	Napa
Nevada	Mrs. Ella Austin	Nevada City
Orange	R. P. Mitchell	Santa Ana
Placer	Miss Irene Burns	Auburn
Plumas	Mrs. Vivian Long	Quincy
Riverside	Ira C. Landis	Riverside
Sacramento	R. E. Golway	Sacramento
San Benito	Miss Catherine W. Gray	Hollister
San Bernardino	Miss Ida M. Collins	San Bernardino
San Diego	Miss Ada York	San Diego
San Francisco	J. M. Gwinn	San Francisco
San Joaquin	Harry Bessac	Stockton
San Luis Obispo	Robert L. Bird	San Luis Obispo
San Mateo	Roy W. Cloud	Redwood City
Santa Barbara	A. S. Pope	Santa Barbara
Santa Clara	J. E. Hancock	San Jose
Santa Cruz	Miss Cecil M. Davis	Santa Cruz
Shasta	Miss Charlotte Cunningham	Redding
Sierra	Miss Belle Alexander	Downieville
Siskiyou	J. W. Miller	Yreka
Solano	Dan H. White	Fairfield
Sonoma	Miss Louise Clark	Santa Rosa
Stanislaus	A. G. Elmore	Modesto
Sutter	Mrs. Minnie M. Gray	Yuba City
Tehama	Miss Mamie B. Lang	Red Bluff
Trinity	Miss Lucy M. Young	Weaverville
Tulare	J. E. Buckman	Visalia
Tuolumne	G. P. Morgan	Sonora
Ventura	Miss Blanche T. Reynolds	Ventura
Yolo	Miss Harriet S. Lee	Woodland
Yuba	Miss Jennie Malaley	Marysville

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County	Name	City
Alameda	D. C. Cagwin	Berkeley
	W. B. Kammerer	Hayward
	I. R. Abbott	Livermore
	D. B. Lacy	Oakland
	W. O. Davies	San Leandro
	C. E. Lawson	San Lorenzo
Contra Costa	R. R. Huffman	Antioch
	E. A. Palmer	Concord
	George A. Johnson	Crockett
	Miss Alice E. Kelley	Martinez
	F. S. Ramsdell	Pittsburg
Fresno	C. L. Greer	Coalinga
	E. E. Hough	Fresno
	R. A. Catlin	Kingsburg
	Geo. Edgecomb	Reedley
	Dr. E. W. Hauck	Reedley
	Chas. Edgecomb	Selma
Imperial	I. F. Stewart	Sanger
	C. R. Prince	Calipatria
	C. B. Collins	Imperial
Kern	M. S. Templeton	Imperial
	R. C. Bowman	Fellows
	J. R. Cookman	Maricopa
Kings	J. A. Joyce	Taft
	C. E. Denham	Hanford
	T. C. Allen	Lemoore
Los Angeles	Charles C. Carpenter	Azusa
	C. H. Covell	Claremont
	Otto J. Harvey	Compton

	Ben S. Millikan.....	Covina
	Joseph C. Templeton.....	Downey
	Fred W. Shoemaker.....	El Monte
	Chas. N. Mills.....	El Segundo
	James M. Monroe.....	El Segundo
	Ernest E. Harwood.....	Glendale
	Wirt C. Williams.....	Glendora
	Pearl L. Hall.....	Hawthorne
	F. E. Rice.....	Hermosa Beach
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	C. A. Langworthy.....	Redondo Beach
	J. B. Potter.....	Redondo Beach
	J. A. Bevington.....	San Gabriel
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	W. C. Conrad.....	Venice
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	James A. Davis.....	Watts
	S. H. Thompson.....	Whittier
Madera	Joseph Cocannouer.....	Chowchilla
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Merced	R. M. Miano.....	Los Banos
	C. S. Clark.....	Merced
Monterey	J. H. Graves.....	Monterey
Napa	O. K. Hull.....	Napa
Orange	Chas. C. Smith.....	Anaheim
	W. E. Fanning.....	Brea
	W. P. Reid.....	El Modena
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	S. R. Fritz.....	Garden Grove
	James A. Baker.....	La Habra
	Geo. C. Sherwood.....	Orange
	Glenn A. Riddlebarger.....	Placentia
	Clark A. Reid.....	Huntington Beach
	Chas. A. Weise.....	Tustin
Riverside	C. O. Harvey.....	Beaumont
	George W. Scott.....	Blythe
	Glenn D. Wright.....	Corona
	Paul G. Ward.....	Hemet
	C. A. Brittell.....	Hollister
	McCall Aldrich.....	Chino
	John H. Waldron.....	Colton
	John H. Thompson.....	Needles
	C. W. Randall.....	Ontario
	H. G. Clement.....	Redlands
	Fannie D. Noe.....	Upland
San Diego	Guy Hudgins.....	National City
San Joaquin	J. R. Overturf.....	Lodi
	L. E. Richards.....	Tracy
San Luis Obispo	A. M. Fosdic.....	Atascadero
	Wallace Emerson.....	Paso Robles
	H. E. H. Ruggles.....	Burlingame
	W. J. Savage.....	Daly City
	A. E. Monteith.....	Redwood City
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	Geo. W. Hall.....	San Mateo
San Mateo	L. E. Adams.....	South San Francisco

THE SIERRA EDUCATIONAL NEWS

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Santa Clara	Chas. W. Townsend	Santa Clara
Santa Cruz	T. S. MacQuiddy	Watsonville
Siskiyou	A. G. Grant	Yreka
Solano	H. P. Short	Benicia
Stanislaus	J. J. Berry	Oakdale
Tehama	J. D. Sweeney	Red Bluff
Tulare	H. E. Kraus	Alpaugh
	W. N. Davis	Dinuba
	J. H. Bradley	Lindsay
	Chas. E. Bigham	Porterville
Ventura	DeWitt Montgomery	Visalia
	R. B. Haydock	Oxnard
Yolo	Chas. D. Jones	Santa Paula
	C. E. Dingle	Woodland

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Music—

Mrs. H. E. Richardson, Niles.
 Miss Anne Obermuller, Hayward.
 Miss Cora Patton, Emeryville.
 Miss Inez Silva, Centerville.
 Miss Dorothy Cady, Piedmont.
 Miss Mildred Innes, San Leandro.
 Miss Liv Wisen, San Lorenzo.
 General Supervisor—James L. Bunker, Niles.
 J. C. Beacock, Pleasanton.

Butte County:

General Supervisor—Mrs. Josie E. M. Nielsen.
 Physical Education—A. W. Churley.

Colusa County:

General Supervisor—Mrs. Mary H. McElroy.
 Music—Miss Priscilla H. Dobbs.

Contra Costa County:

County School Nurse—
 Miss Rachel K. Miller, Martinez.
 Research Work—
 Mrs. M. L. Holloway, Martinez.
 Research Work and Penmanship—
 Mrs. Crozier Culp, Martinez.

El Dorado County:

Penmanship and Physical Education—
 Mrs. Kathleen A. Dwyer.
 Supervisor of Attendance—
 Miss Helen Geyser.
 Music—Charles W. Ball, Placerville.
 Mrs. Anna D. Eastin, Diamond Springs.

Fresno County:

Music—Ada Camp.
 Commercial—F. M. Fulstone.
 Art—Miss Florence Gamble.
 Americanization—Miss Harriett B. Merrill.
 Agriculture—Miss E. F. Frasher.
 Physical Education—Miss Nannie Weed.

Glenn County:

General Supervisor—R. W. Camper.
 Supervisor of Attendance—Frank Covington.
 Music—Miss Gertrude Fotheringham, Orland.

Humboldt County:

General Supervisor—W. H. Parker.
 W. B. Feeney.

Kern County:

Music—Miss Lotta H. Harris, Bakersfield.
 Industrial Art—Mrs. L. L. Byraud, Bakersfield.
 General Supervisor—

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 Agriculture—Ben B. Sutton, Bakersfield.

Kings County:

General Supervisor of Elementary Schools—
 Miss Helen S. Heffernan.
 Music—Miss Ruth Benson.

Madera County:

Music—Miss Ella K. Jones, Madera.
 Mrs. K. C. Irvine, Chowchilla.

Marin County:

Music—Miss Vivian Kennedy, Mill Valley.
 Miss Alice Vandersluis, San Rafael.
 Mrs. Irene C. Farnkopf, San Anselmo.
 General Supervisor—
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Merced County:

General Supervisor—Miss Gertrude Vasche.
 Mrs. Callie N. Thomas.
 Music—Miss Dora Carnine.
 Agriculture and Physical Education—
 W. M. Mathisen.

Modoc County:

General Elementary Supervisor—
 Karl O. Bayless, Alturas.
 Music—Miss Emma L. Fryhofer, Cedarville.
 Miss Mary Mullins, Alturas.
 Miss Dorothy Gloster, Alturas.

Monterey County:

General Supervisor—
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 Mrs. Ella R. Stalker, King City.

Napa County:

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 Miss Lucile Macabee, St. Helena.

Orange County:

General Supervisor—E. F. Beswick, Tustin.

Placer County:

Supervisor of Primary Work and Reading—
 Mrs. Sophia Bernard.
 Physical Education—Miss Catherine Hibbs.

(Continued on page 185)

FROM THE FIELD

[This department comprises brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

Amendment Sixteen

MY dear Mr. Chamberlain—I have your circular letter of January 14. I am very much interested in the state support of public schools, and was somewhat surprised to see from the table on page 5 that from 1895 to 1920 California had decreased her percentage of state support. I note that the maximum of state support in California was in 1899-1900. I am of the opinion that in order to equalize opportunities in our public schools, it is necessary for the greater portion of school support to be obtained from state sources.—Sincerely yours, S. M. N. Marrs, State Superintendent of Public Instruction, Texas.

DEAR Editor—I have yours of January 14th, enclosing copy of Constitutional Amendment No. 16. I am pleased to get this at this time, as we are working on an equalization proposition for Wisconsin.—Sincerely yours, John Callahan, State Superintendent of Public Instruction, Wisconsin.

DEAR Mr. Chamberlain—I wish to thank you for your general letter of January 14th, and for the bulletin on Constitutional Amendment No. 16 in California. We are involved in a similar problem here.—Very truly yours, M. A. Nash, State Superintendent of Public Instruction, Oklahoma.

Bouquet

DEAR Sirs—Permit me to compliment you on your editorial, "Two Fold Function of the University." I think this is about the best of its kind I have ever seen.

That cannot be told them too often. Their main business is to teach. The so-called universities in the United States with the exception of Johns Hopkins, perhaps, are teaching institutions.

Forgetful of this, they turn out people who can lecture, pursue fads and fancies with pupils, but who do not know what real and actual teaching is.—Sincerely yours, Geo. A. Dickson, Oceanside, California.

A Notable Occasion

ON Wednesday evening, January 23, the city school administrators about the bay region were guests of Dean Kemp of the School of Education, members of the faculty, and administrative officers of the university.

Those present as hosts included: President W. W. Campbell, Dean W. M. Hart, Dean B. M. Woods, Director Leon J. Richardson of the Extension Division, Dr. H. L. Bruce, Dean of the

Summer Session, and Dean W. W. Kemp, and the following members of the faculty of the Department of Education: Professors F. W. Hart, E. O. Sisson, L. A. Williams, and E. A. Lee.

The guests were: Mr. A. C. Olney, Commissioner of Secondary Schools, Superintendent J. M. Gwinn, Deputy Superintendent A. J. Cloud, of San Francisco; Superintendent F. M. Hunter, First Assistant Superintendent Morris E. Cox and Assistant Superintendent Lewis Avery, of Oakland; Superintendent H. W. Jones, of Piedmont; Superintendent C. J. DuFour, of Alameda; Superintendent Walter Helms, of Richmond, and Superintendent H. B. Wilson, of Berkeley.

The conference began with a dinner in the private dining room of the Faculty Club. At the conclusion of this delightful social function, President W. W. Campbell expressed the pleasure of the university at having opportunity for a conference with the school administrators with reference to cooperative relationships of mutual value to the university and cities represented.

The group adjourned from the Faculty Club shortly before eight to go to Haviland Hall, the new education building. An hour was spent in the inspection of this modern, commodious building, following which the group assembled in the faculty room for further conference.

The city school administrators were asked to indicate any views they had regarding the function of the department of education in relation to the progress of the city schools represented. The various superintendents reported requests which they had had from their teachers for types of courses which were not available to them at the university. The general view was emphasized that teachers not only wish to keep up their growth and development, but that they wish to do work which may lead to a degree later. It was urged that there is a need of some types of courses not now offered, and for scheduling these courses at hours when they may be available to teachers in service.

The discussion was participated in by the administrative officers of the university. Many questions were raised by them, that they might get fully the views of the superintendents. It is hoped that such meetings may be held from time to time to the end of exchanging views and of making plans of mutual benefit to those concerned.

H. B. WILSON.

Research in Schools

DEAR Editor—I take much pleasure in extending to you my congratulations on the first editorial in the current number of the "News" under the caption, "Twofold Function of the University."

The value of research work in our universities can hardly be overestimated. Likewise there is good defense for a certain amount of "original research and investigation" in the high school.

I am rather surprised, however, that you did not mention the extent to which this character of activity has been carried down into the elementary schools. Even in the grades I appreciate the good that may, and occasionally does, come out of intelligently conducted research work; but isn't there a tendency in many cases to overdo?

Teachers poorly equipped are assigned tasks of which they have little understanding and with which they have even less sympathy, with the result that fundamentals are often sadly neglected. Occasionally we get a contribution of real value to the educational world; but too often we get "wonderful" magazine articles or "brilliant" platform lectures that have little or no practical value to the great mass of teachers, and serve in many instances but to lead the young and inexperienced teacher astray.—R. B. Haydock, District Superintendent, Oxnard

Resolution

At the meeting of California Council of Education in Los Angeles, December last, a committee was appointed to draft suitable resolutions on the death of two Council Members—Miss Sara L. Dole and Miss Winifred Wear. The following resolutions were unanimously adopted:

WHEREAS, The Divine Ruler of men has recently taken from our midst Miss Winifred Wear and Miss Sarah L. Dole;

Whereas, Miss Wear in her life work as classroom teacher, as principal, as Secretary of the Central Section, California Teachers' Association, and as a member of this Council; and Miss Dole as classroom teacher, both elementary, high school, and Vice-principal of Manual Arts High, Los Angeles, and a most active and far-seeing member of this Council, and many other organization activities—have each given continued proof of fidelity to duty, of loyalty and intelligent devotion to the cause of education, and to the welfare of the teaching body of this state; therefore be it

Resolved, That we as a Council express regret that they were not spared to continue their work; that we express our sympathy to the families who have suffered this untimely loss; and that we express our recognition and heartfelt appreciation of their untiring labors to the educational system of our state.—Minnie O'Neill, Robert J. Teall, Ida Christine Iversen, Committee.

Who's Who

EDITOR—I have just received a pamphlet entitled "A Who's Who—How They Voted."

I wish to congratulate you and the rest of the California public on this remarkable document. It is the most effective thing I have ever seen in connection with school legislation.—Sincerely yours, Charles A. Bennett, Editor Industrial Education Magazine, Peoria, Illinois.

Creative Education

ONE of the notable features of the 1924 Summer Session of the State Teachers' College at San Francisco. There is to be a new Department of Creative Education under the direction of Mrs. Grace Stanley, State Commissioner of Elementary Education. This new series of courses, according to an announcement by the college, is upon a principle never heretofore demonstrated, it might be said, in any institution for the training of teachers; nor, for that matter, in any educational institution. For want of better name we at present group this series under what we may call the Department of Creative Education. This term means that the courses so offered will have for their operating force, not coercion, not petty external rewards, but simply the force aroused into activity through the free initiative of creative work.

The idea of introducing the demonstration of this revolutionary principle as a feature in the training of teachers originates with Mrs. Grace Stanley, the new State Commissioner of Elementary Education. In her travels and visitation of schools she has found here and there teachers whose work successfully exemplifies this great educational principle. These she will bring together at the Summer Session as the best means of meeting the ever-failing effort of educational institutions to teach students by compulsion. At a time when educational formalism is dominant, even in institutions for training of teachers; when degrees and units are being accepted at full face value, despite the obvious evidence that as currency they are spurious, the project is noteworthy.

But Commissioner Stanley is not critical. She will meet the issue merely by demonstration of the contrary without comment upon what exists. She sets forth her purpose in the following terms:

"At the present time there is marked evidence of a feeling on the part of educators and laymen that we ought to make decided changes either in the curriculum or the procedure now used in our public schools, or in both. In response to this attitude of seeking after new material and new procedure, it has been deemed advisable to offer a unit in the San Francisco State Teachers' College centering around the idea that the natural creative instinct of children should be the directing force in education."

Long Beach Goes Ahead

W. L. STEPHENS, Superintendent of Schools, Long Beach, has recently been reelected superintendent of schools at a salary of \$7,500 per year. This is a splendid vote of confidence and is of special significance in connection with the recent \$5,000,000 bond issue which Long Beach has voted for her public schools. Mr. Stephens' letter describing this bond issue is so interesting that we take pleasure in reproducing it in part:

"It affords me very great pleasure to inform you that the issuance of school bonds to the amount of \$4,900,000 has been sanctioned by the

electorate by a vote of twenty to one.

This is the largest bond issue ever passed by the city of Long Beach and the most nearly unanimous vote ever recorded on a public proposition of this character. The size of the issue was demanded owing to the marvelous growth of our city in recent years. For instance, we have in our schools this year an enrollment that is 4300 in advance of the corresponding date of last year. This represents an increase of over 30% in one year in enrollment. Since our schools opened in September new pupils have been enrolled at the rate of 1300 per month. There was in September a shortage throughout the city of not less than seventy-five classrooms. All of these factors influenced in determining the size of the bond issue.

Out of a total vote of 11,637 votes cast, there were 11,101 affirmative votes, and 536 negative votes.

With this money a new high school to cost a million dollars will be erected. A new junior high school to cost \$700,000 will be built. Practically every elementary school in the city will be enlarged. Three entirely new elementary schools will be erected and three more school sites will be bought, upon which, at present, no buildings will be erected. These three sites are for future school expansion.

The campaign had several unique features in which you might be interested.

We have three daily papers, all of which gave enthusiastic support to the campaign. Not a single letter, communication, or editorial of any kind or description during the two months the campaign was on was published that had in it the least suggestion of criticism of the campaign. All of the papers gave without limitation of their space to pictures, cartoons, news items, and editorials.

About 80% of all of the eggs sent out from jobbing houses to the retail trade were stamped with the words "School bonds, vote yes January 15th." The high school girls stamped 108,000 eggs that went into almost every home in the city.

The radio station of the Los Angeles Times broadcasted bond speeches for us that were heard all the way from New York to the Philippines.

Automobile stickers with the words "School bonds, vote yes January 15th" were used by the thousands. Earl Dougherty, one of our aviators, on election day flew over the city scattering thousands and thousands of dodgers. The Foster & Kleiser Sign Board Co. donated for our use ten of their largest sign boards located in the most conspicuous places in the city.

On election day one of our motor vehicle companies donated one of their largest busses for our high school band which traversed the various streets of our city.

Practically every organization of any kind or description in the city gave time on the program for one of our speakers.

In all of the voting precincts the children

put on parades of various kinds and descriptions. On election day continuous entertainment was afforded the patrons of the schools in the various school buildings which were the precinct polling places. We succeeded in getting out the largest vote that we have ever had on a school bond campaign.

The Parent-Teachers' Organization made a house to house canvass with the official statements of the board of education, and answered questions that the voters desired to ask. The offer of automobiles on election day was so universal that there were hundreds of machines available that we found it impossible to use.

When this money is converted into buildings, Long Beach will probably have the best equipped school plant of any city of its size in the country. The survey, the management of the campaign, and all of the work attendant thereon were accomplished by the school department itself.

I thought possibly you might be interested in the attitude that the citizens of Long Beach maintain toward their public school system in a time when public education throughout the United States is undergoing the fire."

W. L. STEPHENS, Superintendent.

Spelling Fight at Red Bluff

J. D. SWEENEY, Superintendent of Public Schools at Red Bluff, writes us of an exciting spelling bee at a recent County Trustee Institute:

"The old-timers challenged the eighth graders to spell against a picked team. The team included a former district attorney, one or two former college people, and was a representative body. Several of them spelled well. Will C. Wood gave out the words from a book which had not been used by the pupils for over a year, so no study had been done, as neither the children nor the trustees knew what source words would come from. Miss Lang asked me to select a team from our school. I selected ten and the test was twenty minutes, during which the trustees missed nineteen words while the boys and girls missed but eight. Another bubble 'burstled'!"

"To say that the team was not boisterous when the judges pronounced the result is putting it lightly. Miss Lang invited the team to the lunch which was later given the institute. The team was chosen from the results of a Stanford test given in October, all having tested over sixteen years."

Ambitious Teachers in Santa Cruz, California

FOR the past two years the Santa Cruz Teachers' Association has secured instructors from the San Jose State Teachers' College for lecture courses which give two units of University credit for each course.

Last year the lectures were on "Educational Measurements," and it was a very practical course for many of the teachers. This year our City Superintendent, Mr. Karl Adams, has

(Continued on page 189)

EDUCATIONAL LITERATURE

THE EDUCATIONAL SERVICE OF THE PUBLIC LIBRARY

William Allen White

IGNORANCE is the menace of civilization. If America continues to grow the minds of her people must grow. And the schools alone cannot satisfy this need for continuing the intellectual growth of American citizens. In America today, 85 percent of the boys and girls are in school until the age of fourteen years. After that, but one in five continues school until the age of 18. Then what happens? A scanty few go to college or university and the others do not. Is this the end of their education then? Must their mental growth cease when the school doors close behind them?

There must be some way out. Some way to continue the educational growth of American citizens. And there is a way. That way is the public library. It is America's continuation school. It is the most democratic of American educational institutions. It is free to every person, color or race, nationality or creed—make no difference. It is free to every person who wishes to read, and who is willing to read.

If the schools will only teach the reading habit, the library will educate the world for the public library of America is free to every new idea, free to every fresh point of view; nothing is barred because it is new or radical or different. The public library is free from party politics; it is free from religious intolerance and prejudice. The public library provides information on all sides of every important question—so far as its funds will allow.

The citizen has his duty toward the library. First of all he should encourage larger appropriations of funds. Too many people are being turned away because there are not enough copies of certain books to supply the demand, or not enough money to buy all the books that should be on the shelves. More than half the people of the United States do not have library facilities of any kind; the educational facilities of the library have not been recognized as they should be; with that recognition will come greater service.

Democratic as the library is, its service should be greatly extended. The librarians should be prepared to give more service, more encouragement and sympathy to their patrons, whether to help the half literate foreigner or the scholar. The public should be made to see that the library is a continuation school. While the library is useful and helpful, it has still not reached its maximum of helpfulness or usefulness and it cannot do so until the people themselves realize what it has to give them.

A TEACHER'S PRAYER

Anne Alfreda Mellish

If I have caused one child to miss the way,
If I have made his life one bit more gray,
If I have failed to lighten work with play,
Dear, Lord, forgive.

If I have worked for years with comrades dear,
And never heartened them with words of cheer,
Or helped with willing hands their paths to clear,
Dear, Lord, forgive.

If I have been unsympathetic, cold,
If I have slighted those in service old,
If I the kindly comment e'er withhold,
Dear, Lord, forgive.

Forgive me when I fail to watch and pray,
Keep me from failing in life's bitter fray,
And take me home at last with Thee to stay.
Dear Lord, Amen.

Textiles and Sewing Materials—By Mary Brooks Picken. 285 pp. Il. Published by Woman's Institute, Domestic Arts Series, Scranton, Pa. 1923. \$3.00.

The complete title of this book is, "Textiles, Laces, Embroideries and Findings, Shopping Hints, Mending, Household Sewing, Trade and Sewing Terms." This volume is the first book of a series of three books suitable for classroom, reference or library use, to be known as the Woman's Institute Domestic Arts Series. Each book will be complete in itself, but the three will be uniform in style of presentation and in binding.

"Textiles and Sewing Materials" has been prepared by Mrs. Picken, Director of Instruction of the Woman's Institute of Domestic Arts and Sciences, in order to provide a complete presentation of authentic information regarding textiles and all other materials used in sewing. Mrs. Picken has consulted with school authorities throughout the country in an endeavor to meet the needs for a school and college text on this subject, and her own experience in teaching sewing to more than 150,000 women at home during the past seven years makes her entirely familiar with the needs of the home woman.

Other volumes in the series are entitled, "Harmony in Dress;" "The Secrets of Distinctive Dress." The volume on Textile Styles and Laces

is excellently arranged and eminently practical. The illustrations are clear and helpful. A specialty of the book are definitions of many useful terms, which occupy some fifty pages and are very well written.

V. MacC.

Our Fear Complexes—By Edward Huntington Williams and Ernest Bryant Hoag. 306 pages. Bobbs-Merrill Company, 1923. \$1.75.

Dr. Williams is a specialist in nervous and mental diseases, has held many important posts and has had wide experience as an expert alienist.

Dr. Hoag is a distinguished physician of ripe experience, is psychiatrist of the Los Angeles Juvenile Court and lecturer on child problems at the University of California. He has had much experience in handling nervous children, both as physician and as medical director of schools. His recent study of the intelligence of children of different races in the Hawaiian Islands is unique and conspicuous.

Dr. Paul DuBois, the great physician-philosopher, has wisely said, "It is in their education that patients ought to seek their cure, and people in good health should find their safeguard against nervousness. One ought to begin by little things, in the excellent habit of neglecting one's trifling ailments, and of going bravely forward without being too much concerned for one's comforts."

There is today no dearth of books on mental health subjects, and it might seem to some quite unnecessary to add another to the long list already available. But in stores and libraries, one is struck with the fact that most of these books have been written by people with little scientific training but possessed of much rather undirected emotional temperament.

The authors of this book have endeavored to present their ideas on fear in relation to nervous disorders and character peculiarities, in a manner free from prejudice, superstition, religious bias and scientific dogma, and in a style not too difficult for any intelligent reader. They have tried to recall the special problems of nervous patients as these have come to their offices for help, and to anticipate the troubles of others who, by care and proper direction, may be saved from unnecessary unhappiness. They have tried to write in a spirit of optimism and, they hope, with some sense of humor, for they feel that nervous people as a rule take themselves and the business of living far too seriously. Nevertheless, their aim is deeply and fundamentally a serious one.

The chapters include the following headings: Everyday Fears; Dreams, Fears and the Modern Dream Doctor; From Freud to Coué; Special Fears Having a Sexual Basis; The Fears of Children; The Glands of Courage, Fear, Health and Personality; The Habit of Fear; Cultivating Our National Courage.

This very readable book is distinguished for common sense, for a total lack of get-cured-quick claptrap. It puts Couéism where it belongs, and discusses Freud with simple practicality. It diagnoses our fears and helps us

face them fearlessly; giving workable remedies that appeal to our intelligence. The chapter on the nervous child will commend itself to all parents and teachers. That section devoted to the ductless glands will come to many readers as a startling revelation.

The glands of courage, of fear, of health and personality present an almost romantic field in medical science, yet an intensely practical one. For some of their functions are now known definitely, and the cures wrought are so effectively spectacular that there is little room left for doubt about them.

"Our Fear Complexes" is addressed to readers who are in search of truth, honesty and practical enlightenment.

V. MacC.

Monograph of School Music, Number One. Outline of progressive music study applicable to the elementary grades—By Frances Wright, Associate Professor of School Music, University of California, Southern Branch. 23 pp. Published by the Southern Branch.

This is an important and revised edition of a very useful little volume which was reviewed in the Sierra, January, 1923.

In the various sections of the monograph, Miss Wright takes up the scope and limitation of public school music, with emphasis upon the child voice, pitch, selection of songs and like important matters. There follows an outline by grades—first to sixth inclusive. Here the author develops the aims in music instruction in the various grades; the characteristics of the music; the material and procedure in each grade, together with the outstanding problems to be met and mastered. There is a valuable and extensive bibliography of music texts for teachers and another list for children. This monograph will prove of exceeding value to student teachers of music in colleges, universities and teacher training institutions and conservatories. It will find its place also in directing class work in public school music.

"Music expression should be spontaneous and natural," states Miss Wright, "and even more enjoyable than any other form of expression. An experience of many years has convinced the writer that a proper approach in the primary and elementary grades can and does bring a very large return in real educational values. It is far better that the child leave the elementary grades with a thirst for good music and a large freedom of expression in it than that he be fed up on technique and, as too often happens, leave with an attitude of indifference or dislike for the subject."

V. MacC.

Americanization

Reader and Guide for New Americans—By A. W. Castle. Book One, 269 pp., il. Book Two, 311 pp., il. Macmillan, 1923.

Business

Elements of Retailing—By Ruth Leigh. 384 pp. II. Appleton.

The Victrola and Victor Records are now a part of the regular school-room equipment of over 11,000 American cities.



A MUSIC AND GEOGRAPHY CORRELATION LESSON
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THE cry of the so-called practical educator to-day is "Stick to the fundamentals! Out with fads and frills!"

Fine! We agree. For what is more fundamental than music? MUSIC was the basis of education centuries before the three R's were known!

Rightfully enough, it is only a thorough grounding in the three R's and vocational training that prepares for adequately sustaining life. But true education has come to mean so much more than a preparation for *making a living*. It must prepare for complete *living*. The modern school is more than a mere workshop. Only insofar as it makes ready for both earning a living and appreciating the finer values of life —music, art, literature—does it fulfill its mission.

Music in the school vitalizes, illuminates, and correlates with many other subjects: literature, history, geography, commercial studies, mythology, physical education, nature study, and hygiene. It fosters all the educational processes that are the desideratum of the so-called practical subjects. It SECURES attention, interest, mental discipline, participation, and expression, THROUGH sense perception, emotional response, and instruction, STIMULATING imagination, discrimination, concentration, and interpretation, LEAVING a residuum of knowledge, culture, poise, and power.

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Educational Department

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NOTES AND COMMENT

EDUCATIONAL CALENDAR

Dates of Interest to Western School People

March

- 12 Public School Music Day, California Federation of Music Clubs.
- 24 Charter Day, University of California. Inauguration of President W. W. Campbell.

April

- 12 C. T. A. Council, Oakland.
- 24-26 Tenth Annual State Exhibit, California Wild Flowers, San Francisco.

May

- 5 National Convention, National Congress of Mothers and Parent-Teachers' Associations, St. Paul, Minn.
- 11 Mothers' Day.
- 12 California High School Principals' Conference.
- 18 First Annual World Goodwill Day. (Auspices World Conference on Education). Commemorates opening of the first Hague Conference.
- 20-22 California Conference of Social Work, Annual Convention, Long Beach. Dr. George F. Kenngott, Los Angeles, chairman.

June

- 3-12 General Federation Women's Clubs, Biennial Convention, Los Angeles.
- 29-July 5 N. E. A. Convention, Washington D. C.

July

- 1 World Peace Plan Award Contest, \$15,000. Closing date.
- 31-Aug. 15 Pan-Pacific Conservation Conference, auspices Pan-Pacific Union. Honolulu, Hawaiian Islands.

August

- 10 Second International Boy Scout Jamboree, Copenhagen, Denmark.

A forward-looking program of education, according to Dean Ellwood P. Cubberley of Stanford University, comprehends six points as follows:

1. A comprehensive education program to aid in the assimilation of the foreign born.
2. Such a reorganization of school curricula as will adapt the schools better to new conditions and needs in national life.
3. The reorganization and redirection of rural education.
4. A much more general equalization of both the advantages and the burdens of education through a more extensive pooling of the costs for maintaining what is for the common good of all.
5. Provision for the placing of an adequately

educated and adequately trained teacher in every classroom in the United States.

6. The nationalizing of education in the minds of our people with some intelligent form of national aid in school support to insure a better equalization of both the advantages and the burdens of education as between the states.

A genuine wave of choral enthusiasm has swept over the University of Kansas and city of Lawrence, Kansas. Under the direction of the new Dean of the School of Fine Arts, Mr. D. M. Swarthout, a great oratorio chorus numbering around 550 voices has been organized and is already well started in rehearsals on Handel's "Messiah," which will be offered at some great concert in the spring.

Dean Swarthout was formerly director and organizer of the Decatur Oratorio Chorus of Decatur, Illinois, of over 300 voices which, for the past eight years, has presented with unusual success some great choral work in connection with the annual Decatur Festival of Music. The University of Kansas, as well as the city itself, are solidly supporting this great community chorus, which is known as the Lawrence Choral Union.

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For the Teaching of the Foreign-Born Leading Facts for New Americans

By RALPH PHILIP BOAS, Head of the Department of English, Central High School, and Director of Evening Schools and Evening School Extension, Springfield, Mass., and LOUISE SCHUTZ BOAS.

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Illustrated

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THIS NEW BOOK, original in plan and rich in content, presents varied and interesting material for reading, composition, and conversation. The lessons also provide numerous opportunities for teaching simple history, geography, civics, hygiene, elementary science, economics, and biography. Specific suggestions are given for teachers.

At the end of each lesson are "Topics for Further Thought." While the book is primarily a reader for intermediate and advanced immigrant classes in English, it is also a means for helping students to a broad understanding of American life and ideals, both material and spiritual. A fund of information is given here which is stimulating and inspiring.

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By JOHN A. LONG

District Superintendent of Schools, Chicago, Illinois

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A COMPREHENSIVE course which teaches the English of daily American life and provides much varied information which should be known by the prospective American citizen. Though the method is that of the young beginner, the matter is that of the adult and progresses rapidly. At the start the word and object for which it stands are closely associated.

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THE STEINHART AQUARIUM

(Continued from page 163)

fishes and similar species; fresh water cooled to meet the needs of trout, salmon, and other cold water species; salt water of the local temperature for local and salt water species suited to that temperature; and salt water warmed to meet the needs of fishes from the Hawaiian Islands and elsewhere in the tropics.

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It is the intention to equip the laboratory with microscopes, microtomes, reagents, salt water, fresh water, and such other apparatus and facilities as may be needed by college professors and public and private school teachers and their students who may wish to avail themselves of the opportunity to make investigations and study of aquatic animal and plant life. Efforts will be made to have in the aquarium any particular species of animal or plant that investigators may wish to study. The needs of children in the graded schools and nature study classes will receive special attention. The opportunities in these lines are practically limitless.

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Robinson, Breased—History of Europe: Ancient and Medieval	189	117
Robinson—Medieval and Modern Times	179	82
Robinson & Beard—European History		
Cheyney—Short History of England.....	56	3
Muzzey—American History	292	48
Gayley—Classic Myths	208	56
Long—English Literature	256	69
Long—American Literature	182	52
Brewer—Oral English	80	34
Moore & Miner—Practical Business Arithmetic		
Miner, Elwell, Touton—Business Arithmetic	181	47
Huffcut—Elements of Business Law.....	64	22
Hawkes, Luby, Touton—First Course in Algebra.....	306	105
Hawkes, Luby, Touton—Second Course in Algebra....	203	73
Wentworth-Smith—Plane Geometry		
Smith—Essentials of Plane Geometry	236	48
Wentworth-Smith—Trigonometry	203	20

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PARENT-TEACHER ACTIVITIES

(Continued from page 164)

of the schools, their wives and husbands, and likewise the superintendents of the city and county schools and teachers' training college. The topic for the talks was "How We May Improve the P. T. A." About 150 attended, and many fine suggestions were given.

Twelfth District

A meeting held at Saticoy, the members of this district held their regular convention. Ventura County is newly organized and is doing some of the pioneering in our kind of work. Many members are working to provide health nurses for the schools. The women and men are most energetic and give every assurance of a splendid future in raising all standards for the children.

Eleventh District

THE district composed of Kings, Madera, Merced and Tulare Counties held its meeting at Fresno during the visit of the State President. The federations of Fresno, Hanford and Porterville are doing wonderful community service in their own communities, and are able to suggest lines of activities to the small rural associations. The reports from all sections were full of enthusiasm and gave evidence of the service being rendered to the schools and homes.

A very lovely courtesy was shown the State President in the presentation of a box of dried fruits of the County of Fresno. The box was itself made of beautiful wood and was a duplicate of that given by the Chamber of Commerce to Mrs. Warren G. Harding. At a luncheon given by the Fresno Federation a number of the educators spoke. All expressed their enthusiasm for the work being done by their local P. T. A.

Hanford and Porterville Federations each held evening meetings and gave evidence of the cooperation with the problems of the schools and the communities.

The Milton Bradley Company of San Francisco has announced that they are now located at 554 Mission Street. This is a very fine location in a new building with much larger space than previously occupied and with the extended facilities for more efficient service. The many friends of this company congratulate them upon the handsome new premises. The Milton Bradley Company has issued an unusually attractive 1924 calendar and will be glad to send copies to teachers throughout California and the West, upon request. The company requests that any teacher who may have been overlooked communicate directly with the firm.

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RURAL SUPERVISORS

(Continued from page 172)

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Miss Elsie S. Lattin.

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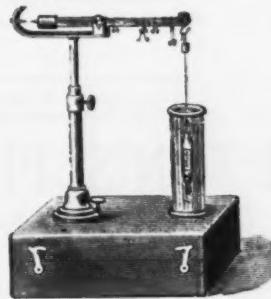
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Sonoma County:General Supervisor—
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Miss Elizabeth Richards, Sebastopol.
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FROM THE FIELD

(Continued from page 175)

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Mexican Children

THE California Conference for teachers of Mexican children meets once or twice each year at the call of Mrs. Grace C. Stanley, Commissioner of Elementary Schools, chairman. She reports that it is not a formal organization.

"Mrs. Charles E. Stickle of LaVerne is secretary and Mrs. Mae Derwin of Pomona is the treasurer. The only reason for having a treasurer is to get money to send out notices when we think it best to have a meeting, and the only need of a secretary is to have her help a little with the preparation of the program. There are no publications. We had a meeting in the fall of 1922 and another in the fall of 1923. The speakers of the last meeting were Mrs. Adelia Samuels, principal of the Cucamonga State Demonstration School; Miss Rena Catheart, International Secretary Y. W. C. A.; Miss Druzilla Mackey of the Fullerton Union High School; Hon. Leandro Garsa Leal, Mexican Consul at Los Angeles. It was voted at the last meeting to hold another one sometime in the spring of 1924."

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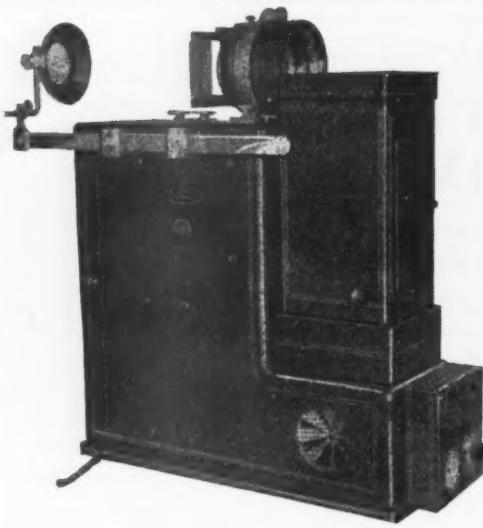
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sent a gift to education from the National Geographic Society, as the small fee really covers the cost of mailing.

The California Home Economics Association is affiliated with American Home Economics Association. The former consists at present of four sections, viz: The Southern Section, centering around Los Angeles; the Central Section, around Fresno; the Bay Section, around San Francisco, and the Valley Section, around Sacramento. These are all closely affiliated with the National, through the State Council, which consists of representatives from all sections.

Berkeley evidently illustrates fine teamwork among the various teachers' organizations. The corresponding secretary of the Berkeley Grade Teachers' Association has recently informed the Sierra that the general organization of the Berkeley School Department known as the "Berkeley Teachers' Association" has functioned so actively and harmoniously during the past few years that the grade teachers have not felt the need for a separate program of work, realizing that it would mean a duplication of effort."



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Other valuable features of the book are many analytical and descriptive notes concerning the music studies, boyhood stories of Handel, Haydn, Mozart, Beethoven and other composers, a glossary of musical terms, a pronunciation table, and a complete list of melodies that may be used for music memory contests.

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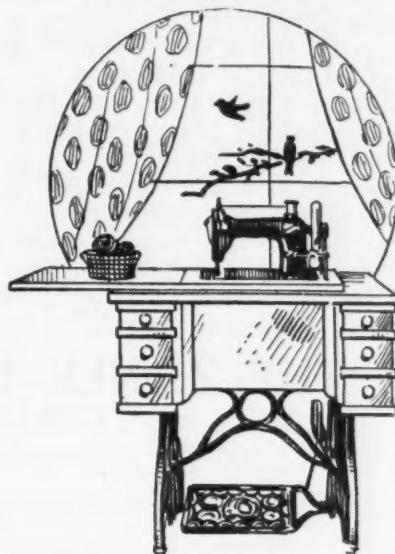
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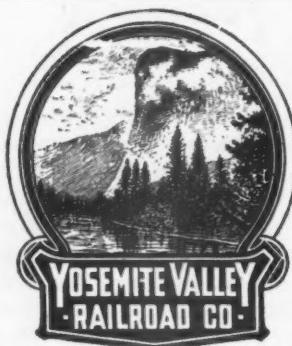
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The **Directory of California Secondary Schools**, Junior High Schools and Junior Colleges, which has been put out annually by the State Department of Education, will be published this year by the Macmillan Company. Lack of funds for the purpose, due to the policy of the present political administration, makes it impossible for the State Educational Department to give this valuable document to the schools.

The Macmillan Company announces that the Directory will be compiled from the official data secured and prepared by Mr. Olney's office and that it will be distributed, without charge, to principals of high schools, city and county superintendents, and other educational officials who have been accustomed to receive it in the past from the state.

The **Joint Conference on Educational Research and Vocational Guidance** was held in Pasadena, February 8 and 9. This important meeting was under the auspices of the Southern California Educational Research Association and the Southern California Vocational Guidance Association. Special emphasis was given to the use of scientific methods of classification, grading, and promotion in the schools; and to the increasing importance of vocational counselling as a function of education. John Dewey has well said: "American education has a big lesson to learn from this. What we need is not a certain system, nor a lot of new methods and equipment, but a direction, a conscious purpose toward which the schools shall strive."

The **personnel** of the National Education Association's Committee of One Hundred on Classroom Teaching Problems has just been announced by Mrs. Mary C. C. Bradford, chairman. The California representatives are: Edna White, Piedmont; Bernice Baxter, Lulu A. Shelton, Oakland; Bess Cotrel, San Francisco; Albert Harwell, Berkeley; Ida C. Iverson, President of the N. E. A. Department of Classroom Teachers, ex-officio, Los Angeles.

The **work in practice teaching** in the schools at Milpitas and Centerville, carried on by the San Jose Teachers' College, is "undoubtedly the most promising in this respect," declares Prof. John C. Almack, of the Department of Education of Stanford University, "that it is the best thing done in the West, if not in the entire country." In writing to Dr. Edwin R. Snyder, Prof. Almack states:

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ence offered. If this is generally the case—and I am not inclined to doubt it—we can well afford to emphasize it strongly in a teacher training program. The idea, therefore, of affording teaching experience under typical school conditions, seems decidedly worth while, and worthy of considerable expansion."

The Washington Grammar School in San Diego has an attractive full-page writeup with good illustrations in a recent Sunday "San Diego Union." Mr. Pete W. Ross, Principal, states that this building is one of the finest in the United States.

The Washington School occupies a whole city block. It is majestic, all of white, set on a lawn that is as green in January as it is in June.

Inside the building there are long corridors, a spacious auditorium, a gymnasium, classrooms, offices, engine room, library, lavatory, and numerous other things that Pete Ross as a lad never dreamed of, much less heard about. To this school, over paved streets, come more than 700 children. If the distance is comfortable, they walk. If it is far, they come by street car or automobile. Instead of sloping-backed chairs, there are modern ones designed to correct posture. Instead of the water pail, there is a marble fountain, which, all agree, is an improvement hygienically and artistically on the old way of getting one's drink. The windows are always up, and there are many of them. For ornament, there is statuary as fine as any to be found in an art institute; pictures of great men, and such framed masterpieces of literature and history as the Declaration of Independence, the Magna Charta, and Lincoln's Gettysburg Address. It is a beautiful school.

The California Library Association will hold its annual meeting in Pasadena at the Hotel Huntington, April 28-29-30. Special features will be trustees, municipal libraries, special libraries, children's school, building and equipment. The California County Librarians' Convention will be held the same dates with special county library program May 1st. Program suggestions may be sent to any one of the following committee: Milton J. Ferguson, Mary Barnby, Thelma Brackett, Eleanor Hitt, C. D. Province.

The California Federation of Women's Clubs, through a recent meeting of its executive board, strongly reaffirmed its endorsements of the Educational Bill now before Congress. Mrs. John Urquhart, president, presided.

When sufficient funds have been raised to cover the cost of the "Biennial" to be held in June in Los Angeles, the club women of the state will concentrate vigorously upon the purchase of a Memorial Redwood Grove. This program was started last spring at the convention in Eureka. The state federation will cooperate with the California State Historical Association in the preservation of historic landmarks and relics.

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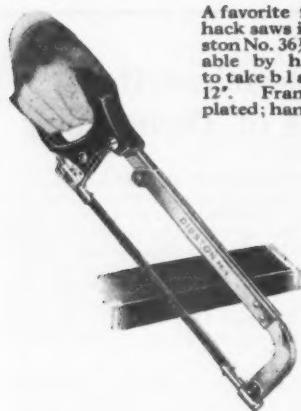
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Two Bills, Senate Bills Nos. 311 and 313, are now before the Public Lands Committee of the Senate, according to the Executive Committee of the Sierra Club. They provide the first dangerous steps toward the commercial invasion of Yellowstone National Park. One calls for the survey of the water storage facilities within the Park, and the other provides for the placing of a regulating weir at the outlet of Lake Yellowstone.

These bills are but the entering wedge for more drastic legislation to follow, which would throw the Park wide open to greedy commercialism. All teachers and public-spirited citizens are urged to **at once** write or wire Hon. Samuel C. Shortridge, U. S. Senate, Washington, D. C., urging him to oppose such legislation at all times. He is a member of the Public Lands Committee.

At a recent meeting of the Council of Education, Bay Section, C. T. A., additional members to the State Council were elected as follows: Roy W. Cloud, County Superintendent of San Mateo County, elected for a two-year term; A. S. Colton of Oakland, elected for a one-year term.

Prof. William G. Whitford, Chairman Department of Art Education, University of Chicago, is now giving a course in pottery at the California School of Arts and Crafts in Berkeley. The course will include a study of the preparation and qualities of some of the clays of California with special reference to the production of artistic forms. Tiles, garden vases, trays, jardinières, etc., will be made from original designs by the students.

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The Story of Chocolate*

By
BARBARA
REID
ROBSON



IT is hard to realize as one sips a cup of chocolate today, how much romance, how much legendary tradition and historical association surround the modest cacao bean.

In 1519 after Cortez, Spanish adventurer, ended his long and perilous sea voyage to the Mexican Coast, he marched inland and conquered the ancient Aztecs, over whom Montezuma ruled. Here he found this great monarch living in luxurious surroundings and saw the Emperor and his court drinking a delicious beverage, "chocolate," flavored with vanilla and spices. It was so prepared as to be reduced to "a froth of the consistency of honey," and was served in goblets of gold with spoons of finely-wrought tortoise shell.

When Cortez returned to the court of Spain in 1528 with collections of minerals, animals and plants to show the resources of the new country, he taught the Europeans to prepare the beverage "Chocolate." Then the Aztec name passed into English as the words cocoa or cacao and chocolate.

De Condolle, in "Origin of Cultivated Plants," tells us that the cacao tree has been in cultivation in America for three or four thousand years, but did not come into commercial prominence until the conquest of Mexico. For some years after its introduction into Europe the Spaniards kept the secret of chocolate preparation in their own hands. It gained great favor in the old world. The

★Note: This is the first of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! To be sure of having the entire series, we suggest that you fill in and mail the coupon at the right.

Spanish ladies of the New World carried their love of chocolate to such a degree that, not content with partaking of it several times a day, they had it carried after them to church.

In 1606 we find that Antonio Carletti, who learned to appreciate the new beverage in Spain, brought it to the notice of the Italians. From thin on the popularity of cacao preparations spread to all parts of Europe.

Chocolate made its appearance in France during the reign of Louis XIII, probably through Carletti.

About 1679 about the first crops of cacao in the French colony of Martinique marked the beginning of organized cultivation. The Spaniards about this time carried the cacao seeds to the Philippine Islands.

The use of chocolate seems to have been known in England and Germany in the middle of the seventeenth century when coffee and chocolate houses were in high vogue in both countries.

When it was first introduced into Europe it sold for 10 to 20 shillings (\$2.50 to \$5) a pound. Today, chocolate is still a luxury drink in taste, but one of the most economical of beverages from the standpoint of price and food value.

References: Cocoa and Chocolate—Whymper; Conquest of Mexico—Prescott; Cocoa and Chocolate—Knapp.

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The Imperial County Teachers' Association elected the following officers at the Imperial County Teachers' Institute: Miss Hazel Fletcher of Brawley, President; Mrs. Hattie A. Spencer of Imperial, Vice-president; Mrs. Ethel S. Parent of El Centro, Secretary; Mr. Lorin D. Jones of Heber, Treasurer.

This association holds one or two one-day meetings during the school year. Such a meeting is planned for March 15th at El Centro, with one or two speakers from a distance and local teachers taking an active part.

Mr. Ernest C. Folsom, president of the Teachers' Casualty Underwriters, has paid the following tribute to Miss Olive Jones, president of the National Education Association:

"The N. E. A. has never honored a president who has a record of greater achievement. Miss Jones has evidently taken her text from the gospel of hard work. An honor graduate from Hunter College was a flying start. Awarded a gold medal at St. Louis because of her successful management of Probationary School No. 120 in New York City, brought world recognition. Ability to do and write about it in an interesting and convincing manner has resulted in the adoption of Miss Jones' method in twenty-two states and in Japan and Sweden, at least, abroad.

"The author of the group method of teaching approved in 1905, now in common use, the school lunch plan, the visiting teacher and the rating of teachers—indicate the industry of this remarkable school principal. To keep herself from idleness, Miss Jones was an ardent leader for women's suffrage. The fight for increased salary bill enlisted her peculiar ability.

"To reinforce her own efforts, Miss Jones has studied in the Germany Conservatory, New York, Columbia, Harvard, and Cornell Universities. The N. E. A. had her services as trustee for two years prior to her elevation to the presidency."

Teachers are urged to write scenarios. It is natural to turn to teachers for ideas that will be valuable in teaching. Many teachers who have seen educational moving pictures have undoubtedly felt they could have presented the matter in a form which would correlate much more closely with their class work. This latent



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ability of the teacher to write educational moving picture scenarios is now to be fully recognized. The Society for Visual Education, leading producers of educational films, are offering

\$500 in cash prizes for suitable scenarios. The best one is to be produced and distributed to American schools.

The contest is much more than competition

Say you saw it in the Sierra Educational News

for prizes or an opportunity to exhibit talent. It partakes of the nature of a mass research in education. It should mobilize ideas and plans from a wide circle of minds, and in the process of selection by the judges, valuable discoveries may be made.

The high standard of this competition is indicated by the list of judges who will pass on the ideas submitted. These judges are: President W. W. Atwood, Clark University; Prof. W. C. Bagley, Columbia University; Prof. Forest Ray Moulton, University of Chicago; Prof. Frank N. Freeman, University of Chicago; Prof. Dan McCluskey, University of Illinois; Prof. Joseph J. Weber, University of Texas; E. U. Graff, Superintendent of Schools, Indianapolis, Ind.; Miss A. Loretto Clarke, Supervisor of Visual Instruction, Los Angeles Public Schools. Details of this contest may be secured by writing the Society for Visual Education, 806 W. Washington Boulevard, Chicago, Ill.

Friends of the Sterling-Reed Bill are urged by Mrs. F. P. Bagley, Vice-chairman of National Committee for a Department of Education, to write at once to Frederick W. Dallinger, Chairman of the House Education Committee, to call for a hearing before the House Committee. California, of course, will give strong support to such progressive legislation as is comprised in the Sterling-Reed Bill.

The Long Beach Schoolmen's Club was reorganized at the beginning of the present year. The downtown dinner meetings have proven very successful, with an attendance of 75 members out of a total of about 100. There are to be four meetings during the year, each with special program and speakers. A committee has been appointed on slogan and pin, and a special effort is being made to create the finest possible type of fellowship.

School people who are struggling against reactionaries in matters of finances and school improvements can point out that the pious conservatism of one generation may become the laughing stock of the next. For example: Shortly before the Civil War, Boston made it a prison offense to take a bath, except on the advice of a physician. The Philadelphia Council tried to make it illegal to bathe between November 1 and March 15, and failed by one vote. Virginia placed a luxury tax of \$30 on each bathtub in the state.

The National Park Association, Washington, D. C., is engaged in a desperate struggle to preserve America's great national parks from the insidious and heavily financed attacks of the powers of exploitation, greed and private interest.

Successive Congresses and administrations during fifty-one years have created the national policy that our National Parks System shall contain only areas of extraordinary scenic significance, completely conserved from all industrial uses. Bills brought in Congress, to intro-

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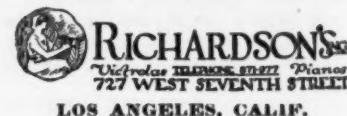


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duce industrialism or areas of less than standard scenic quality into the National Parks Systems, are in local interest as opposed to the national interest. Any industrial project which Congress authorizes in any one national park will make the precedent under which industrial projects inevitably will invade all national parks.

Any area of less than standard scenic quality admitted to the system will just as surely open the door to its scenic degradation. Privileges which Congress grants to one Senator or Representative it cannot deny to all others. It follows that every bill for any industrial invasion, no matter how slight, or for the admission of any park of less than standard scenic quality, must be fought by the whole people with as much energy as bills calling for the most destructive of projects. While national parks are our most important recreational areas, recreation is their least important function.

National parks are national museums of primitive America, conserving exhibits of our varied land forms, our waters, and the wild life of every kind which they support under absolutely natural conditions and in natural descent. The most complete conservation of this system has supreme importance to the science and the education of the future when primitive conditions will exist nowhere else.

Hon. Hubert Work, Secretary of the Interior, has well said: "These spots, our national parks, have been set aside by the American Government to be maintained untouched by the inroads of modern civilization."

Wanted, a Shingle. Gus Russell of the Santa Fe Lumber Company of San Francisco wants a shingle. Not a lawyer's shingle, not one of those distressing shingles that the learned medicos call "herpes zoster," and not any old shingle. He wants the oldest sawn shingle in California. The shingle, says Mr. Russell, stands for something significant in California. The first roofs built by the Argonauts were of shakes, thin split boards made by driving a wedge through a log. Many examples of shake roofs may still be found in the mountains of California. Shakes were always made on the premises. Sawn shingles did not appear until a more permanent civilization came, so sawn shingles mark the beginning of community life in California. Sawn shingles were tangible evidence that the rough, shifting social bases of pioneer times had become stabilized. Hence Russell's interest in the oldest shingle to be found in California.

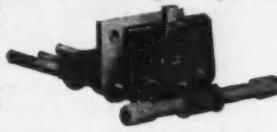
Here is a clue. The latest volume issued by the California Historical society contains "The Chronicle of George C. Yount." Yount was a pioneer of 1826. Under date of 1838—mind you, we are speaking of California—I find this entry:

"From Benicia, Yount proceeded to Petaluma, and the Missions of San Rafael and Sonoma. The padre of the two missions, recognizing his all-around frontier ingenuity, hired him to make some needed repairs on the buildings. Mrs. Watson says that Yount was the first person to

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make shingles in Alta, California."

And we are referred to a manuscript in the Bancroft library which contains the following:

"I made arrangements with Geo. Yount to manufacture shingles to shingle Vallejo's house in Sonoma. The shingles had to be made in the most primitive manner, as we had no machinery. The tree was felled, barked, cross cut off in blocks of 18 inches long, then split and shaved. With all those difficulties Yount and myself used

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to make about 1000 shingles a day each, and I have seen men make as many as 1500. Those shingles we made were the first that had been seen in the country."

Gus Russell is offering a prize for the oldest shingle. Somebody in or about Sonoma ought to make an effort to win it.

"Growing Healthy Children" is the title of a most interesting and valuable study of health supervision in the Trenton, N. J., schools. It is issued by the United States Bureau of Education. School study No. 4. It is a 35-page pamphlet, well illustrated and easy to read.

Trenton, N. J., has demonstrated in a striking way the possibilities for service in a Health Supervision Department. It has steadily broadened its usefulness from the stage of "police" control of contagion, up through the period of salvaging the physically defective to its present status as an integral part of the educational system.

The Teachers' Association of San Francisco, according to the President, Mrs. Edith E. Pence, is made up of the teachers, principals and supervisors of the San Francisco School Department. The main activities of this association have to do with problems concerning the welfare of teachers and schools, such as educational legislation, salary questions, etc. Professional problems that are of interest to all branches of the department also come within the scope of this association's activity. Through a standing committee the teachers as a body also participate in enterprises for civic welfare.

The Governing Council is the governing board of the association. It is made up of representatives of classroom teachers of all schools and of representatives of the principals, special teachers and supervisors.

The other San Francisco associations are made up of smaller groups of teachers concerned with the interests of their particular branches of the school department or organized to deal with some particular problem.

Sheriff Traeger of Los Angeles states that "fifteen years ago the average age of criminals in Los Angeles was 41 years, and today the average age is 25 years. What will it be fifteen years from now?" One-third of the people of the United States receive \$1,000 or less per year; two-thirds earn \$1,500 or less per year, for the support of their families.

It is beyond human reason to suppose that these people, many suffering for the absolute necessities of life, are to be satisfied with existing conditions of living. They know that God has provided enough to supply the necessities and some of the luxuries of life for all. Such conditions are sure to produce unrest and crime."—Los Angeles School Journal.

The College of Puget Sound, Tacoma, Washington, is constructing a group of nine new buildings. They will include a modern administration and instruction building and an open air Greek theater.

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Alameda, California

School superintendents are sometimes accused of being over-absorbed in administrative work and in not being able to see things from the standpoint of the "man on the street." Frank Cody, Superintendent of Detroit, is a shining instance to the contrary, as these two incidents show:

"Should teachers be permitted to bob their hair?" was stirring Baltimore. Out-of-town educators contributed long moralizings to a Baltimore paper c. o. d. Cody's telegram brought the subject down to earth: "I'd want to see the girl first."

Last June, prospective teachers asked Cody to their commencement dinner. He was preceded by speakers who were afflicted with what psychology tests dub "total recall." It was a formal dress affair, many of the graduates being in their first evening gowns, a la 1923. The guest of honor saw how they dreaded another speech, and won their gratitude and released their humor by this one-sentenced speech to a convinced jury: "Girls, I'm glad to see you have all been vaccinated."

Advanced courses in Art and Drawing are being given in fully one hundred and fifty high schools and academies in New York State. In these schools 11,000 pupils are registered, and nearly 350 art courses are offered. Design, the most popular advanced high school art subject, is taught under the headings: Theory, applied design, commercial design, and costume design.



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The California Federation of Women's Clubs, Department of Public Welfare, Division of Child Welfare, has issued a very useful outline for Child Welfare work in California. Copies may be secured from the Chairman, Dr. Mariana Bertola, 1052 Jackson Street, San Francisco.

"In our state in many localities," she writes, "in each county hospital there are wards for adults but none for children. Children are placed side by side with adults, in the adult ward. Let our first piece of concrete work be the establishment of a children's ward in every hospital, with suitable appurtenances for the care of the child. We should see that the food is nutritious and of the right kinds, that the entire environment is cheerful and hygienic.

"In a few of our districts this has been done, but there is no active supervision of these wards. If the authorities know that the women are determined to better conditions for children, they will help most effectively. Let us be able to report by December 1924 that we have established a ward in every county hospital and in every private hospital possible.

"A Children's Court should be held in every city, and the judge should be selected for his qualifications and knowledge of the psychology of the child, also his understanding of sex conditions and the puberty age.

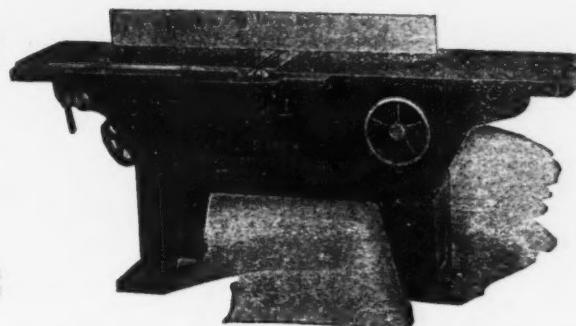
"Let us use all of our influence to get Congress to pass such measures which will abolish child labor in the United States."

The Journal of Applied Sociology is a worthy exponent of modern thought in the fields indicated by its title. It presents a scientific study of current social problems and is published monthly at the University of Southern California. Dr. Emory S. Bogardus is editor; Wm. C. Smith, managing editor, and Clarence E. Rainwater, Melvin J. Vincent and Mary B. Kellogg, associate editors. The Journal presents not only the methods of social research, but also the results of social investigations. Dr. Robert E. Park, Director of the present Race Relations Survey on the Pacific Coast, has contributed an important paper on methods of making racial studies.

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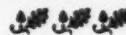
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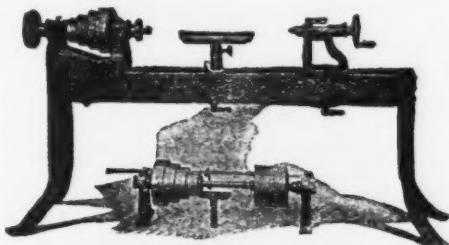
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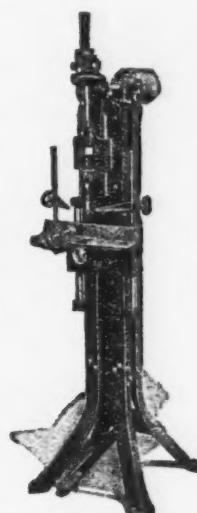
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